DOCUMENT RESUME

ED 197 345 CS 205 583

TITLE	A Course of Study in English Language Arts for Grade Five.
INSTITUTION	Rochester Public Schools, Minn.
PUB DATE	80
NOTE	138p.: For related documents see CS 205 578-584.
AVAILABLE FROM	Curriculum Office, Rochester Public Schools, Rochester, MN 55901 ($12.00: Contact Associate Superintendent for Instruction for information regarding purchase of quantities)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cognitive Processes; *Concept Formation; Curriculum Guides; Developmental Programs; *Diagnostic Tests; *English Curriculum; *Grade 5; Intermediate Grades; *Language Arts; Resource Materials; Sequential Approach; *Teaching Methods

ABSTRACT

This sixth in a series of seven related teaching guides that together outline a public school district's English language arts curriculum for kindergarten through grade six focuses on a course of study for grade five. The guide explains the district's overall philosophy and teaching goals and the philosophy behind the development of a curriculum that emphasizes the importance of language arts as a process that should be interwoven with every curriculum area. Also presented are a curriculum diagram, a scope and sequence chart, and resources for the fifth grade teacher. The major part of the guide presents additional resources, activities, and teaching techniques that emphasize such concepts as human relations, perception, problem solving, classifying, listening, writing, usage, dialects, and the structures and mechanical conventions of language. Extensive appendixes offer other resources, including a library program guide, suggestions for oral and written reports, a list of recommended films, spelling lists, samples of diagnostic tests, a selection of teaching practices shared by teachers in the district, and a recommended booklist for reading aloud to children. (AEA)

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A COURSE OF STUDY

in

ENGLISH LANGUAGE ARTS

for

GRADE FIVE

Rochester Public Schools
Rochester, Minnesota
1980

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TABLE OF CONTENTS

Title IX Policy Statement v

Philosophy and Goals of the Rochester Public Schools vi

Message to Teachers vii

Philosophy of the English Language Arts Curriculum viii

A. Importance of the English Language Arts viii

B. Components of the English Language Arts ix

C. Spelling Skills in the Language Arts xii

D. Perception: A Thinking Skill xii

E. Creativity in the Language Arts xiii

F. Using Children's Interests in Language Development xiii

G. Diagnosis: Knowing the Child's Needs xiv

H. Role of Instructional Materials xiv

I. Using the Library xiv

J. Evaluation in the Language Arts Program xv

K. Scope and Sequence of Concepts and Skills xv

Curriculum Diagram for English Language Arts xvii

Scope and Sequence Chart for English Language Arts xix

English Language Arts Resources xxv

CONCEPTS: GRADE 5

1. Language helps us understand self, others, and our world . 1
   - Human Relations
   - Classifying and Problem Solving
   - Perception
   - Inferences

2. Language is communication 13
   - Listening
   - Oral Language
   - Body Language
   - Written Language

3. Language is constantly changing 25
   - History of English Language
   - Dialects
   - Semantics
   - Usage

Table of Contents (cont.)

4. Language has a variety of structures 43
Symbols
Words
Sentences
Paragraph
Composition
Literature

5. Language has certain mechanical conventions 65
Capitalization
Punctuation
Dictionary
Letter Writing

APPENDICES

A. Oral and Written Usage Problems in the Elementary School . . 77

B. Guide for the Library Program, K-6 79

C. Friendly and Business Letter/Envelope Forms 93

D. Standard Abbreviations for States 95

E. Oral and Written Reports 97

F. Language Arts Films, K-6 101

G. Spelling Lists 103
Dolch Basic Sight Vocabulary
100 Spelling Demons
Homonyms
Pollock Word List

H. Diagnostic Tests 109
Capitalization
Punctuation
Usage

I. Composition Progress Chart 129

J. Recommended Books to Read to Children 131

K. Additional Shared Practices Used by Rochester Teachers . . . 133

TITLE IX POLICY STATEMENT

It is the policy of School District 535, Rochester, Minnesota, to comply with federal and state law prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereto, to the end that no person in District 535 shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, status with regard to public assistance, or disability to be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or activity, or in employment, or recruitment, consideration, or selection, therefor, whether full time or part time, under an educational program or activity for which the school is responsible.

Statement of Philosophy and Goals
Adopted by the Rochester Public Schools

1. Develop intellectual curiosity and a positive attitude toward learning.

2. Master basic skills of reading, writing, speaking, and listening.

3. Master basic skills in mathematics.

4. Develop the ability to think creatively, logically, and critically.

5. Develop an appreciation and respect for the worth and dignity of every individual.

6. Develop an awareness and understanding of people of other races, creeds, nations, and cultures.

7. Develop an appreciation of the American heritage and an understanding of the role of citizens in a democracy.

8. Develop a feeling of student pride in achievement and progress.

9. Develop the student's feeling of positive self-worth, security, and self-assurance.

10. Develop an appreciation of fine arts including music, art, and literature.

11. Develop an understanding of the world in which we live and the physical laws which govern it.

12. Develop a concern for the conservation of natural and human resources and the preservation of man's environment.

13. Develop an understanding of good physical health and well being.

14. Develop abilities and interests which will lead to a productive future.

15. Develop the ability to use tools, techniques, and strategies of learning.

MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535.

Dr. Everett M. Walton
Associate Supt. for Instruction

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PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS CURRICULUM, K-6

A. IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charlton Laird, professor of English at the University of Nevada, has stated that man is a "languagized animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personality. These experiences become the raw material of the language arts curriculum at every level. When a child enters kindergarten, he has already developed a language system--a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harry A. Greene and Walter T. Petty in Developing Language Skills in the Elementary Schools, stated:

> The language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his

audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numero· and varied opportunities, as well as a comfortable and accepting atmosphere, fo· verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a formula for growth in our verbal world.

Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills, although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literature demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company). Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for

children who have difficulty decoding the printed word. Children can now "read" and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English.) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process:

> Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.
>
> Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood CLiffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where

he can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one which best meets his needs and also is acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself, rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

C. SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in the spelling guide should be adjusted to fit the child's ability to master the work and, therefore, to experience success. The district curriculum guide for spelling, SUCCESS IN SPELLING, outlines the approach for teaching the Basic and Stretch Lists. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without unduly penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

D. PERCEPTION: A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

By sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

E. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

> Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential; they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.

Merrick, Helen: "Let's Keep the Kettle Boiling," Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

F. USING CHILDREN'S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this

way every student, regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program, since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the components of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can plan and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

LANGUAGE helps us understand self, others, and our world.
LANGUAGE is communication.

LANGUAGE is constantly changing.
LANGUAGE has a variety of structures.
LANGUAGE has certain mechanical conventions.

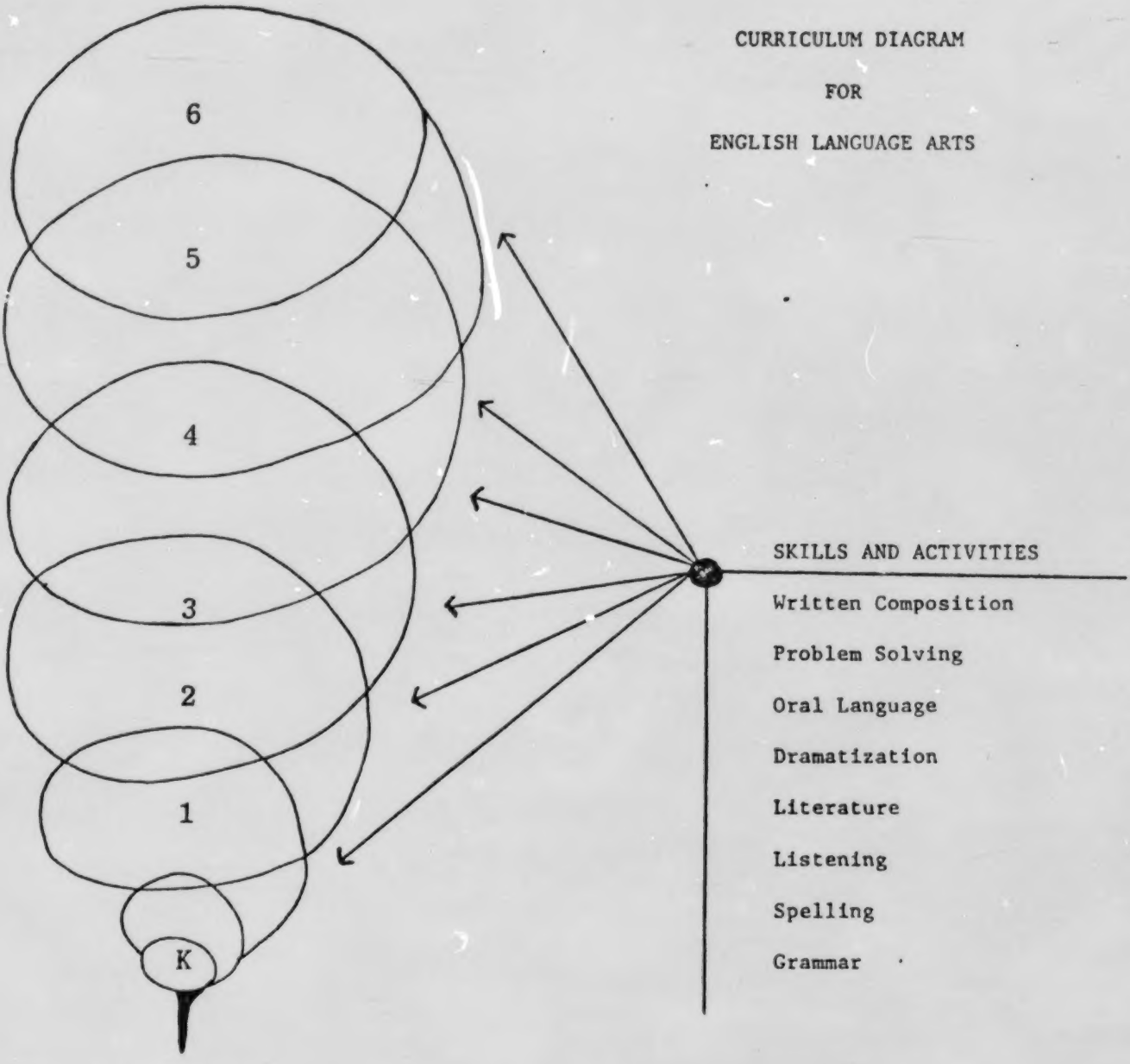
Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

CURRICULUM DIAGRAM

FOR

ENGLISH LANGUAGE ARTS



MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

SCOPE AND SEQUENCE CHART
FOR
ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

I: Introduce
F: Focus
M: Maintain
X: Experiences provided

SKILLS / LEVELS	K	1	2	3	4	5	6	7
I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD								
Understand value of our own ideas and ideas of others	X	X	X	X	X	X	X	X
Realize that people have similar emotions	X	X	X	X	X	X	X	X
Recognize the ways our own feelings affect others	X	X	X	X	X	X	X	X
Recognize that we all have "good" and "bad" days	X	X	X	X	X	X	X	X
Understand that we can learn from our mistakes	X	X	X	X	X	X	X	X
Utilize planning skills	X	X	X	X	X	X	X	X
Realize that participation and involvement can bring satisfaction	X	X	X	X	X	X	X	X
Recognize that we have freedom to make responsible choices	X	X	X	X	X	X	X	X
Identify and use our senses	X	X	X	X	X	X	X	X
Understand our dependence on each other	X	X	X	X	X	X	X	X
Develop a positive self-image	X	X	X	X	X	X	X	X
Use our language to describe our perceptions	X	X	X	X	X	X	X	X
Use problem solving techniques to resolve conflicts	X	X	X	X	X	X	X	X
Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring	X	X	X	X	X	X	X	X
Understand dignity of different kinds of work	X	X	X	X	X	X	X	X
Respect and gain understanding of other cultures	X	X	X	X	X	X	X	X
Understand viewpoint of others	X	X	X	X	X	X	X	X
Encourage students to become self-directing human beings								
II. LISTENING								
Listen for enjoyment and appreciation	I	I	F	F	F	M	M	M
Listen courteously	I	I	F	F	M	M	M	M
Listen to sense the purpose of the person speaking	I	I	F	F	M	M	M	M
Listen to recognize sounds in the environment	I	I	I	F	F	M	M	M
Listen to recognize sales-pressure in advertisements	I	I	I	F	F	F	F	F
Listen in order to draw conclusions and make inferences	I	I	I	F	F	F	F	F
Listen to follow step by step directions	I	I	F	F	F	F	F	M
Listen for the favorable or unfavorable effects of a speaker's voice	I	I	F	F	F	M	M	M
Listen to note how character is revealed through dialogue	I	I	F	F	F	M	M	M

SKILLS — LEVELS	K	1	2	3	4	5	6	7
II. Listening - Cont.								
Listen for main ideas, details, and the answer to specific questions	I	I	F	F	F	M	M	M
Listen to build vocabulary	I	I	F	F	F	M	M	M
Listen to follow sequence in a story, play, lecture, or demonstration	I	I	F	F	M	M	M	M
Listen to distinguish between the true and make-believe	I	I	F	F	M	M	M	M
Listen for story development, tuneful words and rhythm	I	F	F	M	M	M	M	M
Listen to visualize descriptive and dramatic passages	I	F	F	M	M	M	M	M
Listen to respond to the mood of the story	I	F	F	M	M	M	M	M
Listen to distinguish between fact and opinion			I	I	I	F	F	F
Listen for supporting evidence of a speaker's statement					I	F	F	F
Listen for evidence of prejudice and bias					I	F	F	F
Listen to evaluate propaganda by checking observable facts					I	F	F	F
Listen to be aware of the person's style of speaking					I	F	F	F
III. ORAL AND BODY LANGUAGE								
Increase vocabulary	X	X	X	X	X	X	X	X
Expand language patterns	X	X	X	X	X	X	X	X
Use speaking experience for enjoyment of stories, rhymes, etc.	X	X	X	X	X	X	X	X
Develop conversation skills	X	X	X	X	X	X	X	X
Develop effective speech habits and courtesies in group discussions	X	X	X	X	X	X	X	X
Speak with ease	X	X	X	X	X	X	X	X
Use language for self-expression	X	X	X	X	X	X	X	X
Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection		X	X	X	X	X	X	X
Organize thoughts to make meaningful speech	X	X	X	X	X	X	X	X
Combine gestures, props, facial expression, and body movements	X	X	X	X	X	X	X	X
IV. WRITTEN LANGUAGE								
Compare written language with listening and speaking	I	I	I	F	F	F	F	M
Record our thoughts in creative ways	I	I	F	F	F	F	M	M
Write with a purpose	I	I	I	F	F	F	F	F
Choose correct words that say what we mean	I	I	I	I	F	F	F	F
Enjoy the writing experience	I	I	F	F	F	F	F	F
Establish mood or impression						I	I	F
V. HISTORY								
History of the language				I	I	F	F	F
Classification of languages						I	F	F
Comparing and contrasting languages						I	F	F
Influence of other languages					I	F	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
VI. USAGE (Refer to Appendix A for usage skills.)								
VII. SEMANTICS AND DIALECTS								
Use antonyms, synonyms, homonyms		I	I	F	F	M	M	M
Use acronyms						I	F	F
Make compound words		I	F	F	M	M	M	M
Use prefixes and suffixes			I	I	F	F	M	M
Be alert for ambiguity in language			I	I	F	F	F	F
Observe denotation and connotation						I	F	F
Note change of meaning of words in context/out of context					I	F	F	F
Distinguish sounds - Phonemic, syllables, whole word				I	I	F	F	F
Use of figurative language			I	I	I	F	F	F
Study dialects for meaning and differences					I	F	F	F
Observe national dialects of our language						I	F	F
Observe regional dialects of our language						I	F	F
VIII. GRAMMAR								
Functions of words; structure words								
nouns (name words in K, 1)	I	I	F	F	M	M	M	M
verbs (action words in K, 1)	I	I	F	F	F	M	M	M
adjectives (picture words in K, 1)	I	I	F	F	F	M	M	M
adverbs			I	I	F	F	F	M
pronouns			I	I	F	F	F	M
prepositions and prepositional phrases					I	I	F	F
connectors (conjunctions)					I	F	F	F
interjections		I	I	F	M	M	M	M
Number								
singular	I	I	F	F	F	M	M	M
plural	I	I	F	F	F	M	M	M
Comparison of adjectives and adverbs (degrees: er, est)			I	I	F	F	M	M
Sentence structure								
simple sentence	I	I	F	F	M	M	M	M
compound sentence			I	I	F	F	M	M
complex sentence						I	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
IX. LITERATURE/COMPOSITION FORMS								
Fairy tales and folktales	X	X	X	X	X	X	X	X
Fantasies	X	X	X	X	X	X	X	X
Animal stories	X	X	X	X	X	X	X	X
Legends	X	X	X	X	X	X	X	X
Poems	X	X	X	X	X	X	X	X
Novels	X	X	X	X	X	X	X	X
Plays	X	X	X	X	X	X	X	X
Riddles	X	X	X	X	X	X	X	
Jokes	X	X	X	X	X	X	X	
Fables		X	X	X	X	X	X	X
Newspapers			X	X	X	X	X	X
Myths				X	X	X	X	X
Biography				X	X	X	X	X
Journals				X	X	X	X	X
Autobiographies					X	X	X	X
Advertisements						X	X	X
Essays						X	X	X
X. CAPITALIZE								
I and contractions made with I		I	F	M	M	M	M	M
First word in sentence	I	F	F	M	M	M	M	M
Names of people and pets	I	F	F	M	M	M	M	M
One and two-word story titles	I	I	I	F	M	M	M	M
Story titles of more than two words			I	I	F	F	M	M
Name titles, initials, and certain abbreviations		I	I	I	F	F	M	M
Days of week, months, holidays	I	I	I	I	F	F	M	M
Names of schools, streets, cities, and states	I	I	I	F	F	M	M	M
Words used in place of names						I	F	F
Names of buildings, parks, companies, sacred books, religion				I	I	F	F	M
Names of races of people, nationalities, and languages				I	I	F	F	M
Names of ships, planes, trains, geographical features, and words used to designate a particular area					I	I	F	F
First word in the greeting, closing of a letter, and address		I	I	F	F	M	M	M
First word of direct quotation					I	F	F	F
First word in outline headings and subheadings					I	F	F	F
XI. PUNCTUATION								
Period at end of sentence	I	I	F	F	M	M	M	M
Period with abbreviations and initials			I	I	F	M	M	M
Period after numerals and letters in an outline				I	F	F	F	M
Question mark at end of an interrogative sentence	I	I	F	F	M	M	M	M
Comma, ending marks, and quotation marks in direct quotations				I	I	F	F	F
Comma when separating items in a series				I	F	F	M	M
Comma in a friendly letter and envelope			I	F	F	M	M	M
Comma in direct address					I	F	F	M
Comma in appositional phrases							I	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
XI. Punctuation - Cont.								
Comma to set off some introductory words, phrases, and clauses				I	I	F	F	M
Comma before connector							I	F
Apostrophe in contractions		I	I	F	F	M	M	M
Apostrophe in possessives			I	I	F	F	M	M
Exclamation mark at end of exclamatory sentence and interjections		I	I	F	M	M	M	M
Colon in business letter and preceding list					I	F	F	M
Hyphen in compound words and dividing words at the end of a line				I	F	F	M	M
Dash between inclusive numbers			I	I	F	M	M	M
Underline in book, magazine, and newspaper titles					I	F	F	M
Quotation marks to enclose short stories, poems, songs, articles, chapters of books					I	F	F	M
XII. PARAGRAPHING (Refer to Appendix E.)								
Indenting			I	F	F	F	M	M
Leaving margins			I	F	F	M	M	M
Paragraphing according to main idea					I	F	F	F
XIII. DICTIONARY/THESAURUS								
Multiple definitions			I	I	F	F	F	M
Alphabetical order		I	I	F	F	M	M	M
Use of guide words				I	F	F	F	M
Use of phonetic respellings and pronunciation key				I	F	F	F	M
Abbreviations for parts of speech					I	F	F	M
XIV. LETTER WRITING								
Friendly letter and envelope form			I	F	F	M	M	M
Business letter and envelope form					I	F	F	M
Thank you notes	I	I	I	F	F	M	M	M
Invitations		I	I	F	F	M	M	M
XV. PROOFREADING	I	I	F	F	F	F	F	F

ENGLISH LANGUAGE ARTS RESOURCES

Grade 5

Media	Company	Unit
	CLASSROOM	
Books		
Language for Daily Use - 5	Harcourt Brace Jovanovich	30
Language for Daily Use - 5 T.E.	Harcourt Brace Jovanovich	1
The Arbuthnot Anthology of Children's Literature	Scott, Foresman Co.	1
Enchanted Isles	Merrill	15
Enchanted Isles, T.E.	Merrill	1
Across the Blue Bridge	Random House/Singer	15
Across the Blue Bridge, T.E.	Random House/Singer	1
Slithery Snakes and Other Aids to Children's Writing	Appleton-Century Crafts	1
A Thousand Topics for Composition: Revised, Elementary Level	NCTE	1
Wishes, Lies, and Dreams	Random House/Singer	1
The Middle School Creative Activities	Instructional Fair	1
Flair	Education Services	1
Thorndike-Barnhart Junior Dictionary	Scott, Foresman Co.	30
Thorndike-Barnhart High School Dictionary, 5th Ed.	Scott, Foresman Co.	1
Macmillan Dictionary	Macmillan	2
Macmillan Dictionary Teacher's Manual	Macmillan	1
Webster's Seventh New Collegiate Dictionary (No. 14, Large Print)	American Book Co.	2
In Other Words II: A Junior Thesaurus	Scott, Foresman Co.	5
Success in Spelling	District 535	1
Handwriting Course of Study	District 535	1
Kits		
Story Starters Kit	Ginn and Company	1
A Child-Centered Language Arts Classroom	Curriculum Associates	1
Discovery Writing Cards	Center for Applied Research in Education	1
Cassette		
"U.S. Dialects: Take a Talking Trip"		1

Media	Company	Unit

SCHOOL I.M.C. or READING CENTER

Books

New Directions in English - 5	Harper and Row	35
New Directions in English - 5 T.E.	Harper and Row	1
Creative Dramatics Handbook	NCTE	
Skills Readers	Harcourt Brace Jovanovich	
Skills Readers Workbooks	Harcourt Brace Jovanovich	
Scott, Foresman Reading Program	Scott, Foresman Co.	
Paperbacks (multiple copies and sets)		

Master Copies

Creative Writing Masters - 5	Instructional Fair	1

Filmstrips

"Communication - Stone Age to Space Age"	1 set of 6

Kits

SRA Listening Skills Program, IIB
SRA Organizing and Reporting Skills
SRA Reading Skills Lab
Puppet

A-V CENTER

Films

"F-4-536 "Casey At the Bat"

Media		Company	Unit

A-V CENTER

Films - cont.

F-8-633	"Follow Mr. Willoughby"		
F-4-588	"Africa"		
F-8-628	"Story of Zachery Zween"		
F-4-592	"Good Goodies"		
F-12-525	"Winter of the Witch"		
F-8-373	"Improving Your Oral Reports"		
F-4-53	"Building Better Paragraphs"		
F-4-276	"We Discover the Dictionary"		
F-8-565	"Painting With Words"		
F-8-641	"Get the Message"		
F-12-876	"A Pupil-Centered Classroom"(30 minutes) (in-service film)		
F-8-1014	"Five Basic Skills"		

Sound Filmstrips

Language - The Mirror of Man's Growth (Set of 5 S/FS)			1
SF-213	"What Is a Folktale?"	Guidance Associates	4
SF-212	"See It and Write"	Guidance Associates	4
SF-210	"The Hope Tree of Harlem: An American Folktale"	Guidance Associates	1
SF-209	"Chiquitin and the Devil: A Puerto Rican Folktale"	Guidance Associates	1
SF-1807	"Johnny Appleseed"		
SF-1808	"Three Famous Stories Retold"		
SF-1801	"Proverbs and Maxims"		
	English Composition		
SF-267	"Outlines"		4
SF-269	"Paragraphs"		4
SF-272	"Sensory Description"		4
SF-2576	"Tom Sawyer"		
SF-988	"Basic Study Skills III" (set of 4 S/FS)		5 (3 weeks)
SF-990	"Paragraph Writing Skills" (set of 4 S/FS)		5 (3 weeks)
SF-991	"Sentence Writing Skills" (set of 6 S/FS)		5 (3 weeks)
SF-1810	"Stories of Famous Poems"		

Filmstrips

FS-145	"Improve Your Punctuation"
FS-457	"End Punctuation Marks"
FS-2890	"Lion and the Mouse"
FS-2658	"Famous Book Characters"
FS-654	"Wonderful World of Brothers Grimm"

Media	Company	Unit

A-V CENTER

Filmstrips - cont.

FS-1989	"Mark Twain"
FS-1200	"Other Words That Help Build Sentences"
FS-1596	"Magic Shelf"
FS-2513	"Look It Up"

Cassette Tapes

Spoken Arts Library for Young Listeners

C-736	"Great Claus and Little Claus"
C-737	"The Little Match Girl," "The World's Fairest Rose," and "The Flax"
C-740	"Jim Baker's Blue Jay Yarn" and "The Notorious Jumping Frog of Calaveras County"
C-746	"Adventures of Tom Sawyer," "The Cat and the Painkiller," and "Tom Takes Becky's Punishment"
C-748	"Tiger! Tiger!"
C-750	"Letting in the Jungle"
C-757	"Taomai of the Elephants"
C-759	"Mougli's Brothers"
C-761	"An Anthology of Poetry for Children"
C-762	"The Wild Swans"
C-766	"Kaa's Hunting"

Kit

Interation Activity Kit (Grades 5/6) #IA-12	6 (one month)

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

HUMAN RELATIONS

CONCEPT: Language helps us understand self, others, and our world.

AIMS:

1. To help the child build a positive self-image.
2. To help the child understand and live with others.
3. To help the child recognize and appreciate different cultures.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 1
2. Frontiers to Explore
3. Enchanted Isles
   "The Shark," p. 152
   "Jiya Makes a Choice," p. 184
   "The Middle Bear," p. 321
   "The Ugly Duckling," p. 137
   "An Iceland Christmas," p. 184
4. Across the Blue Bridge
   "The Bottom of the Batting List," p. 66
   "The Ranch at Heber's Crossing," p. 82
5. Film 8-633 "Follow Mr. Willoughby" (14 min.) A-V Center
6. Film 8-628 "The Story of Zachary Zween" (13 min.) A-V Center
7. Film 4-337 "The Family - The Boy Who Lived Alone" (11 min.) A-V Center
8. Film 8-695 "I Think" (19 min.) A-V Center
9. Film 4-534 "Rules, Laws and You" (6 min.) A-V Center
10. Film 4-471 "Schools Problems: Getting Along With Others" (10½ min.) A-V Center
11. Library resources
12. Health Guide, "Interpersonal Relationships"
13. Holt Databank System

HELPFUL ACTIVITIES:

1. The following literature may be helpful in specific human relations situations. With the help of the librarian, this list could be expanded. Please add to the list any books you have found applicable.

a. Creating a Positive Self-Image

Kristy's Courage, B. Friis-Baastad
The Story of Helen Keller, L. Hickok
David in Silence, V. Robinson
Arthur Ashe: Tennis Champion, L. Robinson
The Summer I Was Lost, P. Viereck
The Empty Schoolhouse, N. Carlson
The Door in the Wall, M. de Angeli
Breakthrough to the Big Leagues, J. Robinson and A. Duckett
The Wonderful Year, N. Barnes
Marv, M. Sachs
Shadow of a Bull, M. Wajciechowska
Call it Courage, A. Sperry
D. J.'s Worst Enemy, R. Burch
Golden Mare, W. Corbin
Windows for Rosemary, M. Vance
Race Course for Andy, P. Wrightson
Treasure of Green Knowe, L. Baston
Bully of Barkham Street, M. Stoltz
A Girl Called Al, C. Greene
Screwball, A. Armer
The Loner, E. Wier
Stone Faced Boy, P. Fox

b. Getting Along With Others

One Hundred Dresses, E. Estes
Home From Far, J. Little
Spring Begins in March, J. Little
The Secret Garden, F. Burnett
Ellen Tebbits, B. Cleary
The Fortune Cake, H. Jordon
Don't Take Teddy, B. Friis-Baastad
The Bad Times of Irma Baumlein, C. Brink
Justin Morgan Had a Horse, M. Henry
Strawberry Girl, L. Lenske
Diary of a Young Girl, A. Frank
From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E. Konigsburg
Lillian, G. Norris
Amy and the Sorrel Summer, L. Fisher
The Ark, M. Benary-Isbert
A Room Made of Windows, E. Cameron
Smoke, W. Corbin
Look Through My Window, J. Little
Amy and Laura, M. Sachs
Egypt Game, Z. Snyder
The Velvet Room, Z. Snyder

The Wheel on the School, M. DeJong
Ginnie and the New Girl, C. Woolley
Other Side of the Fence, M. Cone
The Cay, T. Taylor
Twenty and Ten, C. Bishop
Caddie Woodlawn, C. Brink
Across the Bridge, J. Beim
A Handful of Thieves, N. Bawden
Mandy, J. Edwards
Onion John, J. Krumgold
Perilous Road, W. Steele
Next Door to Xanadu, D. Orgel
Porko Von Popbutton, W. DuBois
Bear's House, M. Sachs
Across Five Aprils, I. Hunt
The Loner, E. Wier
Veronica Ganz. M. Sachs
Summer of the Swans, B. Byars
The Runaway Summer, N. Bowden
Honestly Katie John, M. Calhoun
A Dog on Barkham Street, M. Stolz
The Bully of Barkham Street, M. Stolz
Adopted Jane, H. Daringer
Drop Dead, J. Cunningham
Half Magic, E. Eager
The Grizzly, A. and E. Johnson
Mine for Keeps, J. Little
My Side of the Mountain, J. George
Charlotte's Web, E. White

c. Appreciating Different Cultures
My Name is Lion, M. Embry
Sing Down the Moon, S. O'Dell
She Wanted to Read: Story of Mary Macleod Bethune, E. Carruth
Miss Happiness and Miss Flower, R. Godden
Berries Goodman, E. Neville
Magadalina, L. Shotwell
All-of-a-Kind Family, S. Taylor
Striped Ice Cream, J. Lexau
A Girl Called Al, C. Greene
Year in the Life of Rosie Bernard, B. Brenner
Ann Aurelia and Dorothy, N. Carlson
Tessie, J. Jackson
Cheerful Heart, E. Gray
Dead End School, M. Justus
Mary Jane, D. Sterling
Ruthie, N. Simon
Trust a City Kid, A. Huston
Annie and the Old One, M. Miles
Edge of Two Worlds, W. Jones
Walk in My Moccasins, M. Warren
Eagle Feather, C. Bulla

Edgar Allen, J. Neufeld
Blue Willow, D. Gates
Sounder, W. Armstrong
Dancing Cloud, M. and C. Buff
Dream of the Blue Heron, V. Barnouw
The Beatinest Boy, J. Stuart
The Pushcart War, J. Merrill

2. Have each child write his name at the top of a piece of paper. Each child then exchanges places with another and writes one nice thing about that person on his sheet. Continue this procedure until all are completed. This material could be used in various ways:
   a. for the child's own evaluation or enjoyment.
   b. compiled for a booklet or bulletin board display.
   c. sent home in an envelope for the parents.

3. Have two children interview each other for information that most of the class wouldn't know about the person. Form small groups and tell other people about the person interviewed.

4. Have children identify a problem to be put on name tags which can be attached to the child. The children then move informally around the room discussing the problems and offering solutions. Later, children can share solutions offered them with entire group.

5. Designate children to be last and others to be first for a period of time. Later, discuss feelings each child had about his situation. The film "The Story of Zachery Zween" is about a boy who is always last in line.

6. The film "Follow Mr. Willoughby" offers three different endings and provides a starting point for creative activities.

7. The following films relate to aspects of human relations:
   a. "The Family--The Boy Who Lived Alone"
   b. "I Think"
   c. "Rules, Laws and You"
   d. "Schools Problems: Getting Along With Others"

CONCEPT: Language helps us understand self, others, and our world.

AIMS:

1. To recognize that asking useful questions is helpful in solving problems.
2. To demonstrate that how we perceive an item affects how we classify it.
3. To show that classifying can be used to help us remember items.
4. To explain that some categories are difficult to define and have no clear boundaries but are parts of a continuum.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 5 and 8
2. New Directions in English, Chapter 2
3. Holt Databank System
4. Science - A Process Approach

HELPFUL ACTIVITIES:

1. 20 questions - guessing game: Leader chooses item which others in the group attempt to discover by asking useful questions which can be answered by a "yes" or "no."
2. A problem is presented to a group. Roles are assigned and the groups act out the problem situation, striving to arrive at a solution.

*3. Children can use various classifying skills to organize objects, such as models or play money, into categories having some relationship with each other.

*4. Packs of picture cards which include a variety of items could be made which would set up classification situations. Magazines could be a good source for finding these pictures.

5. Cross out the word that does not belong in each grouping. Explain your choices:
   a. Asia, Africa, Minnesota, Europe
   b. gorillas, bears, alligators, cats
   c. tall, warm, short, skinny
   d. apron, doll, hat, raincoat
   e. apples, lemons, limes, grapefruit

6. The following words can be classified into two groups. Decide what classification to use, and put each word in the right classification. (To the Teacher: Classification is Nouns--Verbs. You may want to refer to Chapters 5 and 8 in Language for Daily Use for more nouns and verbs.)

a. bed	h. answered	o. letter
b. ran	i. surfers	p. creaked
c. went	j. football	q. wind
d. broke	k. write	r. Bob
e. submarine	l. speak	s. Bloomington
f. satellite	m. screamed	t. built
g. glass	n. door	

7. Ask students to categorize (classify) the following list of adjectives:

a. blue	f. dark	k. silver
b. three	g. square	l. green
c. few	h. several	m. straight
d. large	i. yellow	n. tiny
e. beautiful	j. round	o. eight

8. Have the students classify the contents of the classroom. This may be done individually or in small groups.

9. Put a chart on the board which labels categories. Have students use reference materials to try to find names for each category which begins with the letter at the top of each column.

Example

	A	M	E	R	I	C	A
Rivers							
Lakes							
Cities							
Countries							
Famous Men							

10. Children could classify such things as names of fruit trees and evergreen trees or names of groups of animals, automobiles, books, sports, food, or transportation. Pupils could evaluate each other's classifications.

CONCEPT: Language helps us understand self, others, and our world.

AIMS:

1. To pose the question "Who are you?"
2. To show that a person has many identities or roles.
3. To recognize that a person's senses, or the lack of them, affect how he perceives the world.
4. To explore the idea that a person's perception of things is relative to his situation and his role.
5. To show that a person's memberships in involuntary and voluntary groups influence his identity, and thus his perception.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 6 and 7
2. New Directions in English, Chapter 1
3. Flair, "Poetry Pointers #9"
4. Health Guide, "Interpersonal Relationships"

HELPFUL ACTIVITIES:

1. Sense Awareness

   To make the students more keenly aware of their communication ability, take one or two senses away. For example, have them shut their eyes and without talking trace letters in each other's palms. Start out with simple one-word messages. Relate to Helen Keller.

   (Dave Bailey)

2. Get Acquainted Interviews

   At the beginning of the year as a get-acquainted device, each student is asked to interview another student. Discuss topics that might be of interest and try to avoid questions leading to "yes" or "no" answers. Students could prepare their interviews over a period of two or three class sessions, and when they feel ready, they present them to the class. You may want to refer to Chapter 7 in Language for Daily Use, which deals with interviews.

   Pictures can be taken of each pair of students during the interviews. These can later be tacked up on a bulletin board with accompanying synopses of the interview. A large owl inquiring "Who's Who-o-o-o?" could top the display.

   (Gayle Segar)

3. To help children discover themselves, have them write or tell their autobiography.

4. Use Flair for "Road Map For Cinquains," p. 128. Use "Me" for line one and the child's name for line five and develop.

5. Acrostics could be written by each child, using his name as the starting point for a description of himself.

6. Use Flair for "All About Me," p. 43.

7. Create or describe situations which will evoke emotional reactions. Have pupils role play these situations, demonstrating anger, joy, and fear.

8. Have pupils improvise a situation in which a group of children is having a typical fifth grade discussion when an adult joins the group. Have the class observe and discuss how the tone of the conversation changes in the dramatization.

*9. Experiment with the lack of a sense by having pupils close their eyes, feel certain objects and describe them. Example: a coconut, grape, or stone.

*10. Have each pupil contribute to a class book or bulletin board in which each member of the class writes a page about himself and possibly attaches a snapshot. If snapshots are not available, the pupils could draw pictures of themselves.

11. Play recording "These Are A Few of My Favorite Things" from Sound of Music. Have each child write a paragraph about what he likes most. This could be done on colored construction paper cut into a shape the writer chooses. The writing could be done with a different colored pen.

12. Show an object or a picture and have each child write what he sees in it. The comparison of the finished writings could provide material for class discussion.

13. Provide students an opportunity to describe intangible terms. Be certain that every child understands what is meant by intangible. Some possible terms could include:

    Love is _____.
    Fear is _____.
    Happiness is _____.

    Some students might enjoy interpreting their sentences in crayon sketches.

14. Read a poem such as "Potatoes" by Lucas or any other poem about food. Have each child write a paragraph or verse about his favorite food. He could describe it, tell how it tastes, and why he likes it.

15. Give each child a sheet of drawing paper and crayons. Ask the children to interpret through a drawing a sentence such as, "The house stood on the hill under a tree." The comparison of the finished drawings will provide material for a class discussion.

16. Pass a piece of fruit or a vegetable around the class. Let children examine it carefully by feeling, tasting, smelling, and seeing. Have them write their thoughts about it, especially in regard to these senses.

17. Display an object that the children have not seen before, such as a curling iron or button hook. Have them write their ideas as to what it might be and how it might be used.

18. Have the children compare the feelings of various people about a rainstorm. For example:
    a. farmer
    b. children who have planned a picnic
    c. a weather forecaster who had forecast rain
    d. a teacher at physical education period

19. Have the students write a paragraph about sounds. You may want to refer to Chapter 6, "Writing Paragraphs" in Language for Daily Use. Some suggested titles include:
    Happy Sounds I Like
    Sounds at Christmas
    Kitchen Sounds I Like
    Far-Off Sounds I Like
    Classroom Sounds

*20. Use one or more of the following games to develop awareness of how we perceive.
    a. Have the students close their eyes while the teacher makes various sounds, such as tapping a pencil or slamming books. Let the students guess what the sound is.
    b. Have the students close their eyes and taste familiar foods such as crackers, apples, salt, or sugar.
    c. Let the children close their eyes and smell things such as pickles, perfume, or cheese.
    d. Pass a box around and let the children feel objects it contains. Objects could include a washcloth, some sandpaper, and a spool. Let the students guess what is in the box.

21. Have each student answer the question, "Who am I?" by using whatever media he feels best expresses his view of himself.

22. Discuss with the children some of the things people might think about when they hear sounds such as:
    a. the ring of the telephone.
    b. knock at the door.
    c. the screech of automobile tires.

23. Have pupils write short paragraphs on -
    - What I Like To Do Most
    - My Favorite Color
    - My Hobby
    - My Family
    - My Friends
    - Pets I Have
    - Pets I Would Like To Have
    - My Worry Wart
    - Who Am I?
    - All About Me
    - My Name--Why I Like It
    - My Name--Why I Don't Like It
    - My Best Birthday
    - My Best Trip
    - How I See Myself
    - How I Feel
    - Things I Wish
    - My Dreams
    - Me, Myself, and I
    - What I Love
    - Alone
    - The Story of My Life

24. Near the end of the year, have children assume the identity of a puppet, animal, plant, etc., in the room and write a description from the perspective of that object of what it saw during the year.

CONCEPT: Language helps us understand self, others, and our world.

AIMS:

1. To check that reasonable inferences are based on facts, not opinion.
2. To explore the idea that inference should be supported by evidence.
3. To participate in the evaluation of inferences in terms of the nature of evidence available.

AVAILABLE RESOURCES:

1. New Directions in English, Chapter 5
2. Science - A Process Approach
3. Holt Databank System

HELPFUL ACTIVITIES:

1. Coordinate above aims with work on advertising techniques.
2. Children could convert a paragraph which is based on facts into a paragraph which is based on opinion.
3. In a bag place an object that is not too familiar to the students. Let the students feel its shape and listen for clues. Ask them to jot down their observations and make inferences as to what the object might be.
4. Record on tape sounds from a store, a fair, or some other place that has its own particular sounds. Play the tape and have the students try to identify the place from which the sounds came. A variation could be to have the students make similar tapes for classmates to use in the same manner.
5. Show appropriate pictures or ask the students to make pictures and have their classmates infer what might be going on.

*6. Have the students clip short articles from newspapers or from magazines and list the statements that seem to be factual and those that seem to be based upon opinion.

7. Show pictures of faces. Ask the children to infer what the facial expression might mean. Ask them to explain their answers.
8. Place an object on the overhead. Ask students to jot down their observations and make inferences as to what the object might be.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

LISTENING

CONCEPT: Language is communication.

SKILLS: Distinguish and develop types of listening:

1. attentive
2. analytic
3. marginal
4. appreciative

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1 and 12
2. New Directions in English, Chapter 7
3. SRA - Listening Skills Program, Intermediate Level IIb

HELPFUL ACTIVITIES:

1. Students should have a pencil and a sheet of lined paper ready. To see how well they can follow directions, read the following set of directions only once while they listen attentively and follow them:
   - Write your last name in the upper left-hand corner.
   - Write the letters from A through K in the lower right-hand corner of your paper.
   - Write the name of your school on the first line of your paper.
   - Skip one line and write today's date.
   - Skip two lines and write your birthdate.
   - Skip three lines and write the name of your favorite song.
   - Skip two lines and write the name of your favorite food.
   - On the next line write the largest of these numerals 5 - 2 - 6 - 3 - 8 - 7 - 4.
   - Draw a square around the numeral you just wrote.
   - Write the numerals from 1 through 10 in the upper right-hand corner of your paper.

   Have the students check their papers while the directions are reread to evaluate their listening.

2. Analytic listening involves attentive listening to remember what has been said and goes beyond that to hear whether the information is complete and accurate.

Read the following paragraph to the class:

Walk down this street to the corner. Continue in the same direction for three more blocks. You will be at Main Street. On Main Street turn right and go five blocks to Elm Avenue. The Post Office is a brick building on the southeast corner of Main Street and Elm Avenue.

Ask these questions about the information.

1. How many blocks do you go to reach Main Street?
2. Which way do you turn on Main Street?
3. How far do you walk on Main Street?
4. What kind of building is the Post Office?
5. On what corner is the Post Office?

Were you able to answer all the questions from the information in the directions? What type of listening did you do to find this information? What important information was not given? What kind of listening did you do to notice this?

Form small groups to discuss situations in which analytic listening should be used. Each group should list the situations thought of.

3. Marginal listening is selective listening to those items which are of interest or need to the listener.

   Form small groups to discuss ideas about marginal listening such as the following:

   1. Why is it necessary to listen selectively at times?
   2. Why can't we pay full attention to everything we hear?
   3. What are some situations in which selective listening is used?
   4. What are some advantages and disadvantages of selective listening?

   Share the results with the entire class.

4. Ask each pupil to choose a favorite game or to create an original game. List the rules for playing the game on a 3 x 5 card. Then in the classroom or on the playground, ask each pupil to read his directions to a group of other pupils. Instruct the other pupils to listen carefully to the directions and to try to follow the rules of play. Then evaluate. Is the game successfull because the directions are well given and carefully listened to? Or, is the game unsuccussful for opposite reasons?

5. Select pairs of pupils and have them practice good telephone habits and how to write telephone messages. Emphasize that it is always good practice to repeat messages before hanging up the telephone. The pupil who takes the message in the form of a written note can then deliver the message to the class.

6. Divide the class into groups of two or three pupils. Assign to each team of pupils a situation to enact which would require one pupil to deliver a message, and the second pupil to make mental notes of the message and follow through on the directions or relay the message to the third pupil. Each team could present its scene to the class for evaluation.
   Suggested scenes:
   1. telephone message
   2. message delivered at door
   3. message from teacher to parent
   4. going to store

7. Students could listen to a variety of types of music, poetry, and prose, with the goal of gaining an appreciation for more than just one type.

8. Have the children make a list of six activities for someone to do. Then have a child read his list and choose someone to to the activities in the order given.

9. Show a film with the sound off. Afterwards, discuss the pictures seen. Show the film again with sound and see whether the sound track adds anything to what is learned and if it adds to the enjoyment of the film.

*10. Have the children number from 1-10 on a piece of paper and then close their eyes. Tap a child on the shoulder as a signal for him to say something. When he has finished, each child writes the name of the person he thinks he heard speaking.

11. After someone has given directions to a certain location, students can try to identify where the location is.
    Variations: Have student repeat basic directions.

12. Have the children furnish the last word or words to an unfinished sentence.

13. Students may close their eyes and imagine a movie as a poem is being read to them.

14. Children may try to solve math problems read by the teacher.

15. Students can make posters on courteous listening.

16. Start a sentence that is whispered around the room. The last student tells how it ends.

17. The student may retell a story which has been read aloud.

*18. Individually or in small groups, have students make lists of listening suggestions. Refinement could be a whole class activity.

CONCEPT: Language is communication.

SKILLS:

1. Learn the mechanics of speaking:
   a. proper enunciation
   b. correct pronunciation
   c. inflection
   d. modulation
   e. tempo
   f. voice projection
2. Organize one's thoughts before speaking.
3. Convey one's thoughts precisely, and/or concisely in accordance with one's purpose.
4. Develop adaptability of speaking in various situations.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1 and 7
2. Film #4588 "Africa" (10 min.) A-V Center
3. New Directions in English, Chapter 7
4. A Thousand Topics for Composition
5. Flair
6. Film #8-373 "Improve Your Oral Reports" (14 min.) A-V Center
7. Film #8-641 "Get the Message" (12 min.) A-V Center
8. Success in Spelling
9. Sound filmstrip #988 "Basic Study Skills III"

HELPFUL ACTIVITIES:

1. Arrange an imaginary situation and have the children tell stories based on it.
   Example: Pioneers telling stories around the campfire.
2. Have the children bring materials relating to their hobbies and give an oral talk about their hobbies.
3. Have children make and listen to personal tape recordings.
4. Encourage children to share their stories through "home-made" movies illustrated in sequence on strips of paper and rolled on rollers.

5. Encourage children to share their stories through puppet plays by creating various types of puppets.

6. With the entire class plan interview guides to use in collecting information for pertinent topics through interviewing knowledgeable people. The interview can then be conducted by individuals or small groups and the information shared with the class.

*7. Have children tell anecdotes, jokes, and riddles to the class.

8. At various times have children make appropriate oral announcements of coming events.

9. Plan small group discussions on pertinent topics to promote interchange of views and ideas.

10. Students can pretend to be a famous person and tell exciting things about their lives.

11. Two students can present a telephone conversation to a small group or to the whole class.

*12. Students can give directions for making something (model, bird house, candy).

13. Use tongue twisters from books or encourage children to write their own.

*14. The tape recorder is a valuable tool for improving one's speaking habits. An example would be to play back the recordings of the children reading or speaking for evaluation and further improvement.

15. Students may make posters on "What a Good Speaker Does."

16. Emphasize various words in a sentence to change meaning.
Example: Y^ou are happy.
You are ha^ppy.

17. Have the students practice making introductions.

*18. Have the children give precise, concise directions to a location.

19. Have members of the class interview one another to discover new information about that person. This information could be shared in small groups or with the whole class.

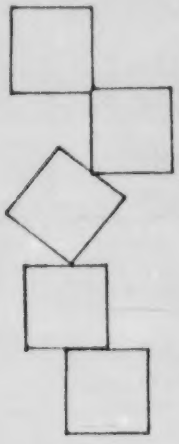
20. Students could tell an amusing anecdote or incident to a small group or to the whole class.

*21. Us an object in the classroom or have students bring an object from home. Have all students cover their eyes. The idea is to describe the object so thoroughly, that their classmates will know what it is.

22. Students can explain how to play a game.

23. Students may think of something interesting or exciting that has happened to them or someone they know, and tell it as a short story. Some possible ideas might be:
    a. The time that everything went wrong
    b. My proudest moment
    c. My greatest wish come true
    d. An adventure in the city (country, woods, or store)
    e. When our family moved
    f. A joke on my friend
    g. The day I was a hero (heroine)
    h. My first day at school (camp, scouts, or a club)
    i. My most embarrassing moment
    j. The best meal I ever had

24. Have a student, without using eye contact with the class and allowing no questions, describe the following diagram giving instructions to the other students on how to draw the diagram. Children could compare their drawings when finished. Next, have another child describe a similar diagram giving instructions for drawing it; however, this time allow eye contact and questions.



25. When oral compositions are presented, the children could proof-listen using a set of standards such as distinct enunciation, acceptable pronunciation, adequate volume, meaningful intonation, and appropriate posture.

26. Have children prepare a choral reading such as "Bread" from the Kindergarten Literature Drawer to present to kindergarten children. Part of the preparation could be taping the selection chosen and presenting the tape for a future listening center activity to the kindergarten.

27. Have children choose a kindergarten pal to read a story to at intervals throughout the school year. Examples of partner follow-up activities could be to make puppets, sculpture clay, paint or draw pictures.

28. The film "Improve Your Oral Report" illustrates the steps in preparing an oral report.

29. The film "Get the Message" is appropriate for studying the history of communication.

CONCEPT: Language is communication.

SKILLS: Realize that the body is a means of communication.

1. gestures
2. facial expression
3. body movements
4. posture

AVAILABLE RESOURCES:

1. New Directions in English, Chapter 7
2. Middle School Activities, p. 10
3. A Thousand Topics for Composition
4. Flair

HELPFUL ACTIVITIES:

1. Pantomime usually involves actions without the use of words. The following activities are suggestions for action pantomime:
   a. ironing
   b. digging a hole
   c. playing basketball
   d. raking leaves
   e. riding a horse
   f. polishing shoes
   g. roller skating
   h. playing the piano
   i. flying a kite
   j. watering the lawn

   The following activities are suggestions for feeling pantomime:
   a. Attend a movie that is very boring.
   b. Walk down a dark street and hear someone behind you.
   c. Discover your father has eaten the last piece of chocolate pie.
   d. Walk along the sidewalk and suddenly find a purse with $100 in it.
   e. Try to catch your pet parakeet that has just flown out of the door.
   f. Think of the last word in a very difficult crossword puzzle.
   g. Feel happy because your team has just scored its first points of the basketball game.

   The following are suggestions for change of mood pantomime:
   a. While playing ball, you strike out. The next time you make a home run.

b. A child is painting a picture. He thinks it is his best creation. Just then you accidentally bump into the picture causing the child to ruin his painting.
c. You are to play a solo in the band on the snare drum. Just before the concert starts, you cannot find one drum stick.
d. As a circus performer, you are the star trapeze artist. Just as you get to the top of the tent, the lights go out.

*2. Pantomime can be used as a guessing game. Have individual children put on their pantomime for the class and let the others guess what these actions represent.

3. Have children write directions for pantomime situations on a slip of paper. These situations should be something that one person could act out alone.
Example: A woman trying to hang out a wet bedsheet on a windy day. These slips should be exchanged and the suggested pantomime planned and acted out.

4. Have small groups of children act out titles and quotations in the form of charades for the other children to guess.

5. Further suggestions for noise dramatizations may be found in Middle School Activities, p. 10.

6. Use "Gestures as Language," pp. 97-98, New Directions in English.

7. Contact the Rochester Civic Theater Children's Theater or local high schools for resource persons on dramatic activities.

8. Contact the Special Education Department of the Rochester Public Schools for a resource person on the sign language of the deaf.

9. Whisper a pretend situation to one child. Examples might be: a vacuum cleaner salesman trying to sell to a housewife; a woman buying at a grocery store; a girl fixing her face and hair before a party; or a paper boy delivering papers. The children must guess the scene and if someone guesses correctly, it is his turn to make up a situation and whisper it to a classmate, or to act one out.

*10. Walk around the room pretending to carry a large basket. Let the students "take" a household item from the basket and allow them to pantomime the use of the item. The rest of the class tries to guess what his item is.

11. Have individual students pantomime their favorite spare time activity or hobby and let the others guess what it is.

CONCEPT: Language is communication.

SKILLS: Convey thoughts precisely in accordance with one's purpose in written language.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 2, 6, 7, 11, 14
2. New Directions in English, Chapter 7
3. A Thousand Topics for Composition
4. Sound Filmstrip: "See It and Write" (A-V Center)
5. Slithery Snakes and Other Aids to Children's Writing
6. Flair
7. Sound Filmstrip Set: 988 "Basic Study Skills III" (A-V Center)
8. Sound Filmstrip Set: 991 "Sentence Writing Skills" (A-V Center)
9. Sound Filmstrip Set: 990 "Paragraph Writing Skills" (A-V Center)

HELPFUL ACTIVITIES:

1. Have the children write a daily entry in a personal journal or log. Encourage them to express and record their individual feelings, thoughts, ideas, and experiences.
2. Encourage students to create crossword puzzles to be duplicated and given to each member of the class. These puzzles could be based on a theme such as science or they could contain a variety of topics.
3. Compile class story books composed of children's writing. Possible titles could be Humorous Stories, True Tales, Riddles, or Poetry. These books should become a part of the classroom or school library.
4. Have a POET-TREE in the classroom. Mount a branch in a convenient place in the classroom and attach cards on which poems have been written. Children could be invited to share favorite poems and original poetry in this way.
5. Make a file with names of class members, addresses, birthdays, phone numbers, and special interests. This information could be used by other class members to make birthday cards, write "get well" messages, letters, tell about a good book that another child might enjoy, etc.

6. Make an "Exchange Box" where children can write things that suggest interesting activities for others. Children might find in it such things as television information, library book suggestions, leisure time activities, etc.

*7. Ask each child to write a description of an imaginary animal. Then, without warning, have them exchange papers. Next ask each child to draw a picture of the description he received in the exchange.

8. Have children write paragraphs using thought provoking titles as starters. The following are suggestions:
   a. The Year 2000
   b. What Would Happen If the Ocean Dried Up?
   c. What Would Happen If We Substitute Pills for Food?
   d. What Would Happen If Everyone In the World Suddenly Became Deaf?

9. Examine with the children a variety of library books on a primary level taking note of both the writing and illustrating. Then children could write their own stories and read them to groups of children on the primary level.

10. Students may write thank-you notes without using the word thank you.

11. Use a "WRITE AWAY" bulletin board by putting 4 or 5 cards with topics in a pocket, for completed work.

12. Spend a period of time in which the only communication done in a classroom, by teacher and students, is by written work. Students should write notes to communicate with each other during this time.

13. Have primary children dictate their original stories to a fifth grade partner.

14. As a means to understand the difficulties students encounter in writing, teachers are encouraged to do and share writing activities with the students.

15. Use the "Creative Writing Dictionary" idea on page 36 in Flair.

16. Collect junk and put in box. Student selects junk and writes its life story. Student may keep piece of junk but must replace junk he keeps with another piece.

17. Give or have each child bring a penny. Have them write a life story for their penny.

18. Encourage students to create Word-o-grams to be duplicated and given to each member of the class.

19. The sound filmstrip set "See It and Write" (and the teacher's guide) encourages students to use their imagination in writing creatively about their own experiences.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

HISTORY OF ENGLISH LANGUAGE

CONCEPT: Language is constantly changing.

SKILLS:

1. Outline the history of modern English.
2. Determine how time and distance influence language.
3. Check the origin of various words.
4. Determine how picture words evolved into characters and alphabets.

AVAILABLE RESOURCES:

1. Language for Daily Use (See "How Our Language Grows.")
2. New Directions in English, Chapter 9
3. Across the Blue Bridge
4. Filmstrips: Communication - Stone Age to Space Age (I.M.C.)
   "Verbal Communication"
   "The Story of Printing"
   "Electonics Frees Communication from Transportation"
   "Frontiers of Communication"
5. Paperback: Edge of Two Worlds, W. Jones
6. Sound Filmstrips: Language: The Mirror of Man's Growth (A-V Center)

HELPFUL ACTIVITIES:

1. Have the students imagine they have just landed on Mars and are given a meal by the Martians. Students can think of names for the different kinds of food served, and use the food names in a paragraph describing what the meal was like.
2. Encourage interested, capable students to investigate the cultures of some of the ancient Indo-European groups whose language was an ancestor of modern English.
3. Have the students invent a strange creature or machine. Discuss how they might name this new thing. Encourage them to combine words they know into new compounds by using Latin or Greek roots and characters from mythology.

4. Have a group of pupils use encyclopedias and dictionaries to make a list of words which have been adopted from other languages.

5. Have the children try to list modern English words that developed from the following Anglo-Saxon words:
   a. monath (mouth)
   b. bedd (bed)
   c. middel (middle)
   d. raedan (read)
   e. singan (sing)
   f. cradol (cradle)
   g. slaepan (sleep)
   h. fyr (fire)
   i. beginnan (begin)
   j. earthe (earth)
   k. craeft (craft)
   l. smael (small)

6. Have the students try to tell what English words have developed from the following Scandinavian words and contrast the spellings.
   a. bulki (bulk)
   b. systir (sister)
   c. kid (kid)
   d. skyrta (skirt)
   e. til (till)
   f. skrap (scrap)
   g. hreindyri (reindeer)
   h. skul (skull)
   i. theirra (their)
   j. illr (ill)
   k. sky (sky)
   l. hitta (hit)

7. Americans invented many strange-sounding and strange-looking words during the 1800's. Most of them are not in dictionaries today, but a few have survived and are still used occasionally in different parts of the country. Below is a list of some words which have survived. Have the students try to find the meaning of words they don't know.
   a. rip-roaring (hilarious)
   b. hornswoggle (cheat)
   c. rambunctious (wild)
   d. skedaddle (run away)
   e. scrumptious (elegant)
   f. shindig (merry party)
   g. shebang (outfit)
   h. rapscallion (rascal)
   i. cahoots (partnership)
   j. cavort (prance around)
   k. copacetic (very satisfactory)
   l. caboodle (a group)
   m. cantankerous (ill-natured)
   n. conniption (hysteria)
   o. rumpus (disturbance)

8. A language family chart, showing the same word from various languages, could be constructed by the group. For example:

English	German	French	Spanish
mother	mutter	mere	madre
one	eins	un	uno

9. The children might want to learn their names in different languages.

10. A word map, showing the country from which words in our language have been derived, could be compiled by the group.

11. Have the students use library references to trace the development of the English language. Suggested readings could include:
    Origins of Language, L. J. Ludovici
    The Tree of Language: The Story of Words and How They Grow, Helene and Charlton Laird

12. Words From the Myths by Isaac Asimov could be used in connection with myths to trace the history of words which originated in Greek and Roman myths.

13. Place one word that has an interesting story behind it on a weekly word calendar. Individuals or small groups could investigate and report on the story behind the word and how it came to have its present meaning.

14. To show relationship of Indo-European languages, this list can be used to show how "mat" from Indo-European is reflected through many languages.

    Indo-European - mat
    Sanskrit - matr
    Icelandic - mothir
    Anglo-Saxon - Modor
    English - mother
    German - mutter
    Swedish - moder
    Dutch - moeder
    Norwegian - mor
    Gaelic - mathair
    Latin - Mater
    French - mere
    Spanish - madre
    Russian - mat

15. The "Prince Valiant" comic strip, available in some newspapers, describes life during the days of King Arthur. Children could be asked to examine it for unfamiliar words, unusual spellings, and manners of speech.

16. Use the play "In Sherwood Forest" from Across the Blue Bridge as an example of speech of that time.

17. Use of the following article can show where new words come from and the fact that the English language is changing all the time.

NEWLY CREATED WORDS AWAIT DICTIONARY SPOT
Patricia McCormack

NEW YORK (UPI) - Tried an alphametic lately? Or have you seen a birdy-back, carbecue or maybe an ego plate? Well, then, at least, you must have chomped on a cabbish.

If this sounds Greek to you, it's not. It's English-new words among strange-sounding ones that have worked their way into the language in certain circles. And, who knows, they may worm their way into the dictionaries of tomorrow.

Lexicographers at G. and C. Merriam Co. in Springfield, Mass. have scores of such words on their list for possible inclusion in new dictionaries. A full-time editorial staff, under the direction of Dr. Philip B. Gove, editor, plucks the words from all kinds of sources. Anything printed comes under consideration - cereal boxes, restaurant menus, underground newspapers, scholarly journals, scientific reports.

WAR ADDS WORDS

"Most of the new words," says Dr. Gove, "get their greatest push into everyday language from the newspapers and television. War and social upheaval obviously have the most dramatic impact on our language."

Birdy-back is a word from the war in Vietnam. It means movement of a loaded truck by airplane.

Other words at the start of this story and their meanings:

-Alphametic - a mathematical puzzle with letters substituted for numbers.

-Carbecue - a large oven for melting unsalvageable material from junked cars.

-Ego plate - an auto license plate bearing distinctive numbers or letters.

-Cabbish - a radish crossed with cabbage. Also called radage.

"Youth also has contributed to new words," Dr. Gove says. "Many of its terms are getting into the language. One is acid rock, a psychedelic variant or rock 'n' roll, in which there are references to drugs."

MOONTELS NEXT?

The leap for the moon has brought the word moontel - a hotel on the lunar surface. A lunarnaut will describe an astronaut who has been to the moon.

Consider these other new words to spruce up your vocabulary and amaze your friends:

-Multilemma - a problem so complex it is much more than a simple dilemma.

-Olfatronics - a science dealing with detection and measurement of odors.

You may even invite your friends to participate in a girl-cott. This is a boycott carried on by housewives protesting rising prices.

****

Encourage the children to listen to television newscasts and have them write down all the words they think would not be included in their dictionaries. These lists could then be checked with the use of the dictionary.

18. You may want to check the "How Our Language Grows" sections found throughout Language for Daily Use.

19. The leader's guide of the sound filmstrip kit Language--The Mirror of Man's Growth has good introductory and follow-up activities dealing with the history of the English language.

CONCEPT: Language is constantly changing.

SKILLS:

1. Explain the term dialect and illustrate some North American dialect differences.
2. Recognize that a person speaks a variety of dialects according to the speech groups he belongs to: regional, trade, family, and social dialects.
3. Define and illustrate the term slang.
4. Identify some national dialects of the English language.

AVAILABLE RESOURCES:

1. Language for Daily Use (See "How Our Language Grows.")
2. New Directions in English, Chapter 9
3. "U. S. Dialects: Take a Talking Trip" (classroom cassette)

HELPFUL ACTIVITIES:

1. Have the children interview people associated with specific occupations and make lists of occupational words relevant to professions or trades.

*2. Choose a stanza from a poem written in a distinct dialect, have the class rewrite it in formal, standard English, and compare the results for emotional impact.

3. Have pupils ask their parents and grandparents to help them compile a list of slang words popular in the past. These words could be compared with the ones now in use.

4. Have pupils look through music books to find songs containing various dialects. For example: Western dialect in "Get Along, Little Doggie" and "Home on the Range."

*5. The activities listed on pp. T-53 and T-54 in New Directions in English may be useful.

6. Have the students look for stories in their books that contain various dialects.

7. Use a map in giving the pupils some examples of language variations that may be found throughout the country. Some examples may include:
   a. A baby carriage in New York State may be known as a baby buggy, a buggy wagon, a baby coach, or a baby cab in some other parts of the country.
   b. People from Ohio frequently include the /r/ sound in the word wash, as if it were spelled warsh.
   c. In the South, the plural form of you is often you-all.

8. Have the students keep a record of words and expressions from different dialects that are used in the community. They could ask parents, grandparents, neighbors, and friends for information. Examples of words and expressions common in the three major dialects might include:

Northern	Midland	Southern
corn bread	bread pone	corn pone
pail	bucket	bucket
wishbone	wishbone	pulley bone
bag	poke	sack
get sick	take sick	take sick

9. Play recordings of spiritual or calypso songs and discuss the dialects used.

10. Play "U. S. Dialects: Take a Talking Trip" and use it as a basis for class discussion on dialects.

CONCEPT: Language is constantly changing.

SKILLS:

1. Define and differentiate between the denotation and connotation of words.
2. Define context and show how it affects word meaning.
3. Outline the ways language is used in advertising and news reporting.
4. Define and identify examples of figurative language.

AVAILABLE RESOURCES:

1. Language for Daily Use (See "How Our Language Grows.")
2. New Directions in English, Chapters 4, 6
3. Arbuthnot Anthology of Children's Literature
4. Film 4-592 "Good Goodies" (4½ min.) A-V Center

HELPFUL ACTIVITIES:

1. When studying types of advertising, have the students bring ads from newspapers and magazines as examples of each. Have the children make up ads and illustrate them.

*2. Collect ads of different kinds and paste them on sheets of construction paper. Number these and pass them around the class. Have the children number a sheet of paper and indicate the type of ad beside the corresponding numbers on his paper.

3. Have the students make up a classified ad of twelve words or less in which they try to sell some item such as one of the following:

a boat	a tent
a bicycle	a house

*4. Have the children choose one of their possessions and using no more than fifteen words, write an advertisement that will make the reader want to buy what is being advertised.

5. Choose an ad from a newspaper. Have the children make up a story telling why the ad was written or what happened after it was written. Students may also find their own ads and write stories about them.

*6. Advertising Booklets. Students make a scrapbook of examples of types of advertising found in magazines, etc. A definition of each type is included along with a table of contents. (Mike Stender)

7. Break the class into groups of 2-3 students. Have the students write their own commercial using a fictitious product. Each commercial should be 30 seconds to 60 seconds in length. Use one of the advertising methods, e.g., bandwagon, scientific approach. Students use all props they need. Video tape and play back may also be used. (Mike Stender)

8. Have the students write slogans for a fictitious product. Have them draw pictures to illustrate the slogan. An example for a soft drink might be, "Refreshing as a sea breeze," accompanied with a drawing of a bottle of the drink on a beach.

9. Write pairs of words which have similar meanings on the chalkboard. Have the students write sentences using one of the words from each pair. A class discussion of the appropriateness of the words chosen could follow. Examples of word pairs might be the following:

   argument - discussion
   catch - capture
   wild - ferocious
   little - trivial
   wander - prowl

10. Provide examples of advertisements such as those below. Have the children fill in the blanks with the word that best completes the advertisement. Encourage them to make additional advertisements to share with the class.
    a. Taste one of our _____ oranges. (watery, juicy)
    b. _____ people do their shopping here. (stingy, thrifty)
    c. Try our _____ tasty crackers. (crisp, brittle)

11. Have the children choose an animal to write about. The story should be written from the animal's viewpoint, describing how the animal feels and what it does.

12. Have the children think of something to personify and write a short story about it. Things which could be chosen are a frog, a peanut, a shoelace, or a rubber ball. A variation of the activity could be to have the child pretend to be an object in his bedroom such as a comb or mirror.

13. Have the children develop picturesque phrases to describe a picture you have selected. At another time, have the students draw a picture which illustrates a picturesque phrase. Examples of phrases that could be used are:
    a. as cheerful as a daisy
    b. His hair went in all directions at once.
    c. The day was dressed in her best spring outfit.

14. As a basis for identification and discussion of various types of figurative language, read poems to the class. The following examples are found in The Arbuthnot Anthology:

    "Easter" - Joyce Kilmer
    "A Modern Dragon" - Rowena Bastin Bennett
    "Cynthia in the Snow" - Gwendolyn Brooks
    "Ice" - Dorothy Aldis
    "Snow" - Dorothy Aldis
    "Firefly" - Elizabeth Roberts
    "Dandelion" - Hilda Conkling
    "Fog" - Carl Sandburg
    "The Park" - James S. Tippett
    "The Little Rose Tree" - Rachel Field
    "Check" - James Stephens
    "The White Window" - James Stephens
    "A Lady Comes to an Inn" - Elizabeth Coatsworth
    "Good Night" - Dorothy Mason Pierce
    "September" - Edwina Fallis
    "An Emerald is as Green as Grass" - Christina Rossetti
    "First Snow" - Marie Louise Allen

15. Have the students think of an unusual vacation spot they know very little about. It may be in the United States or anywhere else in the world. After finding information about this place, students try to make the place sound attractive in a travel advertisement. The teacher may want to collect all the advertisements and put them together into a travel folder. Some drawings of the places advertised may make the travel folder more interesting.

16. Have students write ads to sell a book.

17. Have pupils observe ads in the newspaper, identify words used for emotional appeal and those used for facts, and write original ads using these words.

18. Have students record two or three news broadcasts of the same news story. Discuss variations in connotation, speaker's tone, and other details which tend to slant the news.

19. Have students find two or three newspaper clippings of the same news story. Discuss variations in connotations, speaker's tone, and other details which tend to slant the news.

*20. Have students look at these advertisements:

a. This is a breakfast cereal packed with energy and full of fun. Included in the box is a giggle book guaranteed to make you laugh. The fun colors of the cereal will make you think you are at the circus.

b. This is a breakfast cereal which contains all the vitamins and minerals your body needs in a day. It is a convenient size for your spoon.

A class discussion may involve the following:
Which cereal would you buy? Why?
Which cereal might be better for you?
Which would be fun to eat?
Which words in the first advertisement are fun words?
Which cereal would interest your parents?

22. Have the students display cereal boxes and collect advertisements for cereal. Discuss the colors, slogan, design, and wording.

23. The students can invent a cereal and then write a commercial to give to the class. Illustrating a new cereal box for their cereal may also be done.

*24. Have students look at advertisements in magazines or newspapers, list the words which did not fit the product, identify the fun words, and list the words which really told what the product was.

25. Have students conduct an advertising campaign. Let them invent a product and then advertise it. Have inventions and advertising judged and award prizes similar to the Academy Award Presentation, e.g., the best overall invention, the best eye-catching advertisement, the most useless but interesting invention.

26. Write a list of words on the board. Write denotative meaning and compare connotative meanings which the children say the word suggests or means to them. One example would be the word summer.

27. Play an "alphabet" game in which pupils write metaphoric phrases for each letter using an animal which begins with that letter.

A = Labors like an ant.
B = Busy as a bee.
C = Nimble as a cat.

28. Ask pupils to find cartoons on the editorial page of the newspaper which show irony. A booklet or display could be made of these cartoons.

29. Using starters which lend themselves to exaggerated thoughts, have the children write some hyperboles. Examples:

    _____ so wide that _____
    _____ so scared that _____
    _____ so dark that _____

30. Use the poem "A Cliché" by Eve Merriam from the book It Doesn't Always Have to Rhyme to give a definition of a cliche. Children can supply some familiar cliches. These could be copied in one column and children could create a new expression to take the place of the overworked one.

31. To show how context influences word meaning, make up a nonsense word such as zanky and put it in sentences which give clues to its meaning.
    a. I was zanky so I went to bed.
    b. My friend was zanky after his long walk.
    c. I overslept this morning because I was zanky.

32. New Directions in English has Chapter 4 devoted to advertising.

33. The film "Good Goodies" can be used to show the effect of advertising on the consumer and the businessman.

CONCEPT: Language is constantly changing.

SKILLS:

1. Recognize that language should fit the situation, audience and the purpose.
2. Differentiate between formal and informal language.
3. Define and explore private language: specialized vocabulary and slang.

AVAILABLE RESOURCES:

1. Language for Daily Use (See "Using Words Correctly" and "Review Handbook.")
2. New Directions in English, Chapter 8
3. Arbuthnot Anthology of Children's Literature

HELPFUL ACTIVITIES:

1. Be sure students are familiar with the "Usage" section in the "Review Handbook" of Language for Daily Use.
2. See Appendix for usage diagnostic test.
3. Call the students' attention to a number of non-standard usage patterns. Point out that these patterns may be appropriate in some groups and in some situations, but these are not appropriate in situations requiring formal or standard English. The purpose of this activity is to create an awareness that certain patterns are non-standard. Children's oral and written language may provide patterns. See Appendix: "Oral and Written Usage Problems in the Elementary School."
4. Have children develop their own list of unusual or non-standard usage patterns.
5. Have the students identify situations in which formal langauge would not be appropriate. Let them give examples which are appropriate and inappropriate in each situation. For example, a football coach wants his team to try harder. He might say, "Hit that line!" or "Stop that guy!" He probably wouldn't say, "Exert all thy energy to prevent your team from further penetration of thy defenses." Another example is three ways of expressing the same idea:

   Formal: I believe that I shall retire.
   Informal: I think I'll go to bed.
   Slang: I'm goin' to hit the sack.

6. Have students identify situations in which it is important to use formal English. Allow them to give examples of appropriate language for each situation.

7. Give the students a copy of the following matching game.

1. Vampire cocktail	jello
2. Snow treads	vinegar
3. Mud	butter
4. Shimmy	cereal
5. Salve	tomato juice
6. Grass	waffles
7. Bossy in a bowl	coffee
8. Bird seed	salad
9. Acid	beef stew

Answers:

1. tomato juice	6. salad
2. waffles	7. beef stew
3. coffee	8. cereal
4. jello	9. vinegar
5. butter	

8. In a role-playing situation, have the students play the parts of persons from different walks of life. Examples might include:
   a. Ladies at a tea.
   b. Children on a playground, in the school hallway, and in the classroom.
   c. Cowboys on a round-up.
   d. Scientists working on a secret project.

   When the role-playing situations are completed, ask the students to compare and contrast the speech used in each situation.

9. Have pupils role-play situations when slang is appropriate and when slang is inappropriate.

10. Have the class create a skit using puppets to compare formal and informal speech.

11. Have a group of pupils make a list of informal expressions and the formal manner of expressing the same idea.

12. Ask students to divide themselves into committees under such headings as Formal, Informal, and Slang. Have them bring in clippings from magazines, newspapers, or books to illustrate the kind of language they have chosen. They could identify the source of each example brought in and explain why they judge their sample to be formal, informal, or slang. This activity could be followed by having each student prepare one message in three different ways. These could be read to the members of the class to see if they can correctly label each sentence.

13. Read "The Octopus" by Ogden Nash and discuss the informal language used.

14. Students may enjoy writing a paragraph in standard English and then rewriting the paragraph in an informal language style. Exchange papers and ask the reader to identify the level of usage in each of the paragraphs.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

SYMBOLS

CONCEPT: Language has a variety of structures.

AIMS:

1. To stimulate interest in symbols which communicate.
2. To show that words consist of a predetermined arrangement of letters.
3. To provide play with different systems of communication.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 9
2. New Directions in English, pp. 92-102
3. Frontiers to Explore, "By Touch Alone," pp. 302-309
4. Filmstrips Communication - Stone Age to Space Age (I.M.C.)
   "Non-Verbal Communication"
   "Written Communication"
5. Success in Spelling

HELPFUL ACTIVITIES:

1. Have children make as many words as they can out of the letters in a given word. Words should be spelled correctly.
2. Children can scramble letters in words and present them as a challenge to another child to unscramble. These words can be in categories which are relevant to the children. Examples: children's names, spelling lists, familiar book titles.

*3. Children can create a language by selecting any set of written symbols and giving them meaning. From these a language will develop which can be used to communicate messages. Possibly this will be most successful as a small group activity.

4. Individual children or small groups could do research on the sign language of the deaf. This could be coordinated with the Helen Keller story. The finger alphabet is found on p. 309 of Frontiers to Explore in relation to "By Touch Alone."

5. Individual children or small groups could do research on the Morse code. A story could be written using Morse code.

6. As an individual or group project, familiar symbols such as $, ¢, the skull and crossbones, can be listed with their meaning.

7. Have the students write a rebus in pictures and some words to retell a familiar story or to tell an original one.

8. Individual children or small groups could do research on braille.

9. Pupils may draw a cartoon strip telling a story in pictures or in pictures and words.

*10. Evaluation of this skill could be accomplished by presenting a situation as follows:

> You have traveled to another planet and have met the people who live there. Create a means of communicating with them.

11. "Spill and Spell," "Scrabble," and other games of this type could be used as small group activities.

12. The evolution of the letters of the alphabet could be investigated using the World Book Encyclopedia.

CONCEPT: Language has a variety of structures.

SKILLS:

1. Change nouns, verbs, adverbs, and adjectives to show number, time, or degree of comparison.
2. Discover the function of prepositions and conjunctions in sentences.
3. Determine different functions of words according to their positions in sentences.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 2, 5, 8, 10, 13
2. New Directions in English, Chapter 3 (1969, 1973)
3. Filmstrip 1200 "Other Words That Help Build Sentences" A-V Center
4. Film 8565 "Painting With Words" (12 min.) A-V Center
5. Sound Filmstrip 991 . "Sentence Writing Skills"

HELPFUL ACTIVITIES:

*1. Give out word cards, one to a person: noun, verb, adverb, adjective, preposition, pronoun, and conjunction. Write a sentence across the board leaving a space between each word. The children match their cards with the words and hold the card under the word if it is in the particular example.

*2. Challenge children to arrange these words in as many ways as possible: girls, helped, mother, the, their. The only two possibilities which are meaningful illustrate the function of words in the same position.

3. In order to illustrate the function of adjectives, children can write a description. An example might be a description of an imaginary animal. After exchanging papers, each child draws a picture of the description he received in the exchange. This activity could be done several times during the year.

*4. Have students list adjectives found in a story or poem. They could use them in their own story, poem, or pictures.

5. Word selection -- Give students a short sentence with a vague verb. Example: "The man walks." Have students think of other verbs which would convey a clearer meaning. Example:
   "The man strolled."
   "The man trudged."
   This could be a written or oral activity involving large or small groups.

6. Present a basic sentence which shows the distinct function of nouns, verbs, adjectives, and adverbs. Divide the class into four groups, each of which corresponds to one of the form class words. Each child makes a list of substitute words for his particular slot in the sentence. Numbering the words in each list will create sentences when the teacher asks a child from each group to give a particular number.

*7. Have children cut pictures from magazines and list all the nouns shown. This activity could also be done with adjectives, verbs, and adverbs.

8. Personify the parts of speech by having the children draw pictures. For example, Mr. Noun could be illustrated and his characteristics could be explained. Examples of how he is used could also be included.

9. Children could choose verbs and pantomime them.

10. Children could cut pictures of feet from magazines and list ways that people move. This activity could be extended to listing adverbs which apply.

11. Have the children find as many words as they can which would be used in place of "said."

12. Show a picture of a famous person and have children list adjectives which describe the person.

13. Have the children compile a list of fifty English words which they consider important for a person not speaking English. Have them explain their choices and classify them as nouns, verbs, etc. Finally, have them make generalizations about the kinds of words that are necessary for adequate communication.

14. The poem "Verbs" from Poems for Children by Eleanor Farjeen Could be used to add to the understanding of the function of verbs.

15. To evaluate the recognition of word functions in sentences, have the students pick out examples from a paragraph.

16. The game of Twenty Questions can be used as a stimulating game for guessing nouns. See page 23 in T.E. of Language for Daily Use.

17. Have the students draw pictures to illustrate action words. Some of the words could be run, smoke, bang, sleep, jump, shiver, fall, stop, fly, climb. Their ideas could be practiced in crayon and then worked out in a combination of crayon and colored paper.

18. Place a pack of 26 cards, each marked with a letter of the alphabet, face down on a table. Have the child select a card, hold it up, and give a singular noun and an adjective beginning with the letter he has drawn. Example:

able athlete	wild wolf
beautiful butterfly	sleepy sheep
old ox	zany zebra

19. See "Extension Exercise" in Language for Daily Use, T.E. page 41, for additional practice in identifying subjects and predicates.

20. Alphabetical Adverbs with Charades. To play this game, begin with a sentence containing an active verb that can be modified by a series of adverbs. These must be added by each player in turn, in alphabetical order, but in a way that makes sense. Example:

"The pilot flew the plane_____."

Player 1: Acrobatically.
Player 2: Bumpily.
Player 3: Carelessly.
Player 1: Dangerously.
Player 2: Enthusiastically.
Player 3: Frantically.

21. In studying nouns and adjectives, students may enjoy two-word poetry describing animals. Example:

Elephant
Bulldozer body
"Space" ears
Fire-hose nose
Peanut consumer
Hub-cap toenails
Spaghetti tail

After writing poems, the children could share them without titles and the class could try to "identify" the animals described. This also would tie in well with the study of metaphors. (Gayle Segar)

22. After the parts of speech have been studied, they could be reviewed with the students by using Mad Libs - poems, plays, and songs. The student must supply some particular part of speech when called on. When the story is complete, read it back to the class. This is a fun way to do a five or ten minute total group review.

23. Use SF #991, "Sentence Writing Skills."

24. The film, "Painting With Words," demonstrates the proper use of adjectives, adverbs, and phrases in the formation of detailed sentences.

CONCEPT: Language has a variety of structures.

SKILLS:

1. Identify the noun (subject) part and a verb (predicate) part of standard sentences.
2. Expand sentence by adding modifiers.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 2
2. Sound Filmstrip Set 991 "Sentence Writing Skills" (A-V Center)

HELPFUL ACTIVITIES:

1. Present a basic sentence. Children can expand it in a variety of ways by adding modifiers to either word. This can be a large or small group activity. Example: Tom ran.
2. Coffee Pot Game. A student is picked to be "it" and leaves the room. The class thinks of a verb. When the person comes back to the room, he has to guess what the verb is based on how a student uses it in a sentence with the word coffee pot substituting for the verb. Examples:

   laugh
   The boy coffee pot at the clown.
   She coffee pot until there were tears in her eyes.

3. Half the class writes noun phrases with modifiers. The other half writes verb phrases with modifiers. Two people, one from each group, are asked to read their phrase. The combination should make a sentence.
4. Use extension exercise, page 11, T.E., in Language for Daily Use.
5. Have the students reduce sentences into telegram form.
   Example:
   The little boy, who was crying, ran home to his mother.
   Boy ran home.
   Variation:
   Reverse the exercise by having students expand the short phrase into a complete sentence.
6. Have the students begin with a basic sentence such as Dogs bark. Then see who can make the longest, yet meaningful, sentence by adding adjectives and adverbs.

7. Divide the class into three groups. Each child of the first group writes three noun phrases on separate pieces of paper. The second group does the same with verb phrases, and the third writes adverb phrases. Each group puts their phrases in a separate container. The students then draw one phrase from each container and try to assemble them into a sentence, some of which may turn out to be quite humorous.

8. Have students cut out pictures from catalogs. Place in box. Students select several to paste on a piece of paper. Use complete sentences for captions.

CONCEPT: Language has a variety of structures.

SKILLS

1. Identify the topic sentence of a paragraph.
2. Expand the main idea in the other sentences of the paragraph.
3. Indent to indicate paragraphs.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 6
2. New Directions in English, Composition Units 9-14
3. Reading Skills Lab., Book B, Level 2

   Part Two: "Reading to Get the Main Idea"
   Part Four: "Reading to Note Important Details"

4. Organizing and Reporting Skills, S.R.A.

   Unit 3: "Order in the Paragraph"
   Unit 4: "Quality in the Paragraph"

5. Film 4-53 "Building Better Paragraphs" (11 min.) A-V Center
6. Sound Filmstrip Set 990 "Paragraph Writing Skills"

HELPFUL ACTIVITIES:

*1. Write a paragraph with sentences which are not closely related to the subject of the paragraph. Have the students rewrite the paragraph and eliminate the unrelated sentences.

2. Have the children go through newspapers and magazines and cut articles into paragraphs. The topic sentences could be underlined with a felt pen.

*3. Paragraphs can be cut from newspapers and magazines, cut into sentences, and placed in envelopes. Individual children or small groups can arrange the sentences in good paragraph order.

4. Topic sentences could be used as starters for writing paragraphs. For example:

   Winter is my favorite season.
   Hockey is my favorite sport.
   I like to live in the country.

5. Find two or three good descriptive paragraphs in children's literature. If possible, read the entire story with the children so they can see the paragraphs in context. Study the paragraphs with sentences which develop it.

*6. Write several sentences on the board which form an out-of-order paragraph. Have students put the events in logical order.

7. Divide the class into small groups. Give each group a piece of paper on which a beginning sentence has been written. Each child is to write one or two lines. If a child has nothing to add, he may pass. Continue until some child feels the paragraph is complete and writes a good closing sentence. Groups can share stories.

8. Have the children write a short description of a common object without indicating its function. Let the students read their descriptions, and let the other class members try to guess what the object is. Discuss details in the descriptions which prompted correct guesses.

9. Let the children write a description of something in the classroom. Ask volunteers to read their descriptions to the class, and let class members try to identify what was described.

10. Have a small group dramatize an incident. Let the rest of the class write a description of what happened in the dramatization. Emphasize the use of time-order and space-order.

*11. It is recommended that units three and four of the Organizing and Reporting Skills kit be used.

12. Ask the students to write a short description of an ideal friend.

13. The film "Building Better Paragraphs" demonstrates the elements of a good paragraph.

CONCEPT: Language has a variety of structures.

SKILLS:

1. Limit the subject of a composition.
2. Maintain unity and increase the clarity of a composition.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 11, 14
2. New Directions in English, Composition Units 15-18
3. Students' compositions
4. A Thousand Topics for Composition
5. "Creative Writing Masters - 5"

HELPFUL ACTIVITIES:

*1. Developing these aims is a continuous process in all student writing. Evaluation of these aims in student compositions provides a basis for ongoing individual work.

2. Although the composition of a written paragraph is the primary aim at this level, some ideas take more than one paragraph to develop. In the following literature section there are many such writing suggestions.

CONCEPT: Language has a variety of structures.

AIMS:

1. To gain an appreciation for a variety of literature.
2. To recognize the different structures of literature.

Note: A portion of the sharing of literature should be done through oral reading by the teacher to the class.

TALL TALES

AVAILABLE RESOURCES:

1. Language for Daily Use, pp. 65-67
2. Library resources
3. "Knute, the Giant Bullsnake," pages 61-70, Enchanted Isles

HELPFUL ACTIVITIES:

1. Have the children write another adventure for a tall tale character.
2. Children could pretend to be a tall-tale hero. Have them explain how and why they might invent one of the following things:
   a. hot dogs
   b. cotton candy
   c. vacuum cleaner
   d. toaster
   e. steam shovel
   f. eggbeater

*3. Have the students write a tall tale about one of the following animals:
   a. bear
   b. turtle
   c. dog
   d. snake
   e. frog
   f. mule

4. Students could write a tall tale about a hero. They could give him a name and explain where he lives and how he solves one of the following problems or a problem they make up:
   a. The Great Crop Failure
   b. The Big Flood
   c. Fifty Days Without Rain
   d. The Mosquito Invasion
   e. Twelve Feet of Snow
   f. Hurricane
   g. The Day the Power Failed
   h. The Great Water Shortage

   The children could also illustrate the story.

LITERATURE

5. Have the students think of and write solutions to impossible problems like those listed below:
   a. How to eat without opening your mouth.
   b. How to sleep without shutting your eyes.
   c. How to store sunshine in a pan.
   d. How to run away without leaving home.
   e. Where does the white go when the snow melts?

6. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. Bowleg Bill, Seagoing Cowpuncher, H. Felton
   b. John Henry and His Hammer, H. Felton
   c. Mike Fink, Best of the Keelboatman, H. Felton
   d. New Tall Tales of Pecos Bill, H. Felton
   e. McBroom's Ghost, S. Fleischman

FOLKTALES AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 4
2. "The Old Woman and the Traveler," pp. 231-239, Frontiers to Explore
3. "The Fire-Boy of Donsoon," pp. 251-261, Frontiers to Explore
4. "Master of All Masters," pp. 102-103, Enchanted Isles
5. Filmstrip 654 "The Wonderful World of the Brothers Grimm" A-V Center
6. Sound Filmstrip 209 "Chiquitín and the Devil: A Puerto Rican Folktale" A-V Center
7. Sound Filmstrip 213 "What Is a Folktale?" A-V Center
8. Sound Filmstrip 210 "The Hope Tree of Harlem: An American Folktale" A-V Center

HELPFUL ACTIVITIES:

1. Pupils may act out tales or certain parts of tales. Each child can identify with the character he is portraying.

   Variation: Have the students dramatize the tale using puppets.

2. Have the students invent burlesques of such outgrown nursery tales as "The Three Bears," "Little Red Riding Hood," and "Cinderella."

3. Have the children modernize old tales such as "Little Red Riding Hood," "Cinderella," or "The Princess and the Pea" as a writing activity.

4. Have the children prepare an old tale for story telling to younger children.

5. Have the children prepare an old tale for oral reading to younger children.

6. The sound filmstrip, "What Is a Folktale?" with its teacher's guide and activity cards is helpful in teaching a folktale unit.

7. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. East of the Sun and West of the Moon, P. Asbjörnsen
   b. Noodles, Nitwits, and Numskulls, M. Leach
   c. The Hodgepodge Book, D. Emrich
   d. Favorite Fairy Tales Series, V. Haviland
   e. About Wise Men and Simpletons, J. Grimm
   f. Arabian Nights, A. Lang

FANTASY
AVAILABLE RESOURCES:

1. Language for Daily Use, page 239

2. "The Elephant's Child," pp. 130-142, Across the Blue Bridge
   pp. 114-127, Enchanted Isles

3. Spoken Arts Cassette Library: (A-V Center)
   748 "Tiger! Tiger!"
   757 "Toomai of the Elephants"
   750 "Letting in the Jungle"
   759 "Mowgli's Brothers"
   766 "Kaa's Hunting"

4. Film 12-525 "Winter of the Witch" (20 min.) (A-V Center)

HELPFUL ACTIVITIES:

1. "The Elephant's Child" from Kipling's Just So Stories explains that the elephant got his trunk because he asked too many questions. Have the children write their own "Just So Story" which explains how a plant or an animal came to be. Example:
   Why do mice have long tails?
   How a baby deer got its spots.
   How the moose got its color.

2. Individuals or small groups of children might want to do research on the life of Rudyard Kipling.

LITERATURE

3. In preparation for the film "Winter of the Witch" have the children draw a picture of a witch as they imagine her. The following questions could help the children speculate about this topic.

   What does a witch look like?
   What gave you the idea for the colors you used?
   How does a witch act?
   Are there really witches in the world?

4. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. The Lion, The Witch and The Wardrobe, C. Lewis
   b. Basil and the Pygmy Cats, E. Titus
   c. Nothing Said, L. Boston
   d. The Shades, B. Brock
   e. The Haunted Mountain, M. Hunter
   f. Break a Magic Circle, E. Johnson
   g. The Sea-Thing Child, R. Hoban

LEGEND

AVAILABLE RESOURCES:

1. Film 4-520 "The Loon's Necklace" (11 min.) A-V Center

2. Film 8-46 "Johnny Appleseed: Legend of Frontier Life" (21 min.) A-V Center

3. Sould Filmstrip 1807 "Johnny Appleseed" A-V Center

HELPFUL ACTIVITIES:

1. "The Apple and the Arrow," pp. 104-113, Enchanted Isles. This story lends itself to dramatization.

2. "In Sherwood Forest," pp. 188-203, Across the Blue Bridge. Students may dramatize this play.

3. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. Longhouse Winter, H. Jones
   b. Raven, Creator of the World, R. Melzack
   c. Ananse, the Spider, P. Appiah
   d. The Earth Is on a Fish's Back, N. Belting
   e. Backbone of the King, M. Brown
   f. Thunderbird, H. Chafetz

POETRY
AVAILABLE
RESOURCES:

1. Language for Daily Use, Chapter 12
2. Film 4-536 "Casey at the Bat" A-V Center
3. Spoken Arts Cassette Library: 761 "An Anthology of Poetry for Children" A-V Center
4. "Whistling Down the Street," pp. 244-266, Enchanted Isles
5. "Poetry," pp. 204-208, Across the Blue Bridge
6. The Arbuthnot Anthology of Children's Literature
7. "Poetry Pointers," pp. 119-143, Flair

HELPFUL
ACTIVITIES:

1. Students may write a composite poem after reading a book of verse. Each child could have an opportunity to make a contribution, either a word, phrase, or line.
2. The children could collect pictures to illustrate selected verses or poems.
3. The students could set some verses to music.
4. Children can add original stanzas to a poem.
5. Acquaint children with various forms of poetry. Refer to Flair, pp. 119-143. Children can then write and possibly illustrate their own poetry.
6. The following poems from The Arbuthnot Anthology of Children's Literature could be used as the basis for pantomime and dramatization.
   a. "Little Orphan Annie," by James Whitcomb Riley
   b. "The Pirate Don Durk of Dowdee," by Mildred Plew Meigs
   c. "Columbus," by Joaquin Miller
   d. "The Pied Piper of Hamelin," Robert Browning
   e. "Paul Revere's Ride," Henry Wadsworth Longfellow
   f. "The Blind Men and the Elephant," John Godfrey Saxes
7. Choral Reading: "Using Poetry in Verse Choirs," pp. LXX - LXXXIII, Arbuthnot Anthology
8. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. Inheritance of Poetry, G. Adshead
   b. Wind Song, Carl Sandberg

LITERATURE

FICTION
AVAILABLE
RESOURCES:

1. Filmstrip 2658 "Famous Book Characters" A-V Center

2. Paperbacks

HELPFUL
ACTIVITIES:

1. The following suggestions are ways to share fiction books:
   a. Have the children dress as one of the characters in a book and tell about themselves.
   b. Have the children construct a diorama to represent a scene from a book.
   c. Have the children create a series of illustrations of a book.
   d. Have the children write a colorful description of one of the characters in the book.
   e. Have the children write a letter to a friend recommending a book.

2. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. Squib, N. Bawden
   b. O The Red Rose Tree, P. Beatty
   c. Grandma Didn't Wave Back, R. Blue
   d. Paddington Abroad, M. Bond
   e. Friends of the Loonlake Monster, F. Bonham
   f. The Kid Who Only Hit Homers, M. Christopher
   g. The Ice Ghosts Mystery, J. Curry
   h. San Domingo, M. Henry
   i. No Way of Telling, E. Smith
   j. The Headless Cupid, Z. Snyder
   k. Henry Reed's Big Show, K. Roberston

3. The following paperbacks are available for you:
   a. Two Against the North, F. Morvat
   b. Caddie Woodlawn, C. Brink
   c. Call It Courage, A. Sperry
   d. Island of the Blue Dolphin, S. O'Dell
   e. Page Boy of Camelot, E. Stone
   f. Adam of the Road, E. Grey
   g. My Side of the Mountain, J. George
   h. Edge of Two Worlds, W. Jones
   i. Sounder, W. Armstrong
   j. Black Stone Knife, A. Marriott
   k. Dream of the Blue Heron, V. Barnouw

PLAYS
AVAILABLE
RESOURCES:

1. The Story Plays (I.M.C.) - Suggested for 4th and 5th grade.

2. MM-10 "Plays for Reading" A-V Center

3. "In Sherwood Forest," pp. 188-203, Across the Blue Bridge

HELPFUL ACTIVITIES:

1. See concept "Language is communication" - "Body Language."

2. Encourage individuals or small groups to write plays, and direct the performance of them.

3. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. Plays, (magazine)
   b. One Hundred Plays for Children, A. Burack
   c. The Complete Book of Children's Theater, V. Howard
   d. Plays from Famous Stories and Fairy Tales, A. Thane

FABLES AVAILABLE RESOURCES:

1. "Two Fables," pp. 157-158, Across the Blue Bridge

2. Filmstrip 2890 "Lion and the Mouse" A-V Center

HELPFUL ACTIVITIES:

1. When reading the fables, discuss with the students some common morals such as:

   A bird in the hand is worth two in the bush.
   A penny saved is a penny earned.
   Don't count your chickens before they hatch.
   Early to bed and early to rise makes a man healthy, wealthy, and wise.
   Where there's a will, there's a way.
   In unity there is strength.
   Honesty is the best policy.
   Appearances are often deceiving.

   The students probably will have additions to the list. With this background the students may enjoy writing or telling their own fables. Later the students could read their fables to the class. During this reading, the moral could be omitted so the class could suggest possible morals and comparison could be made with the original moral.

2. Use sound filmstrip 1801 "Proverbs and Maxims."

3. The following suggested list of library materials could be supplemented by others from the library and anthology.
   a. Aesop's Fables, A. White
   b. The Fables of India, J. Gaer
   c. Fables from Aesop, J. Reeves
   d. The Iguana's Tail, P. Sherlock
   e. Dragons, Dragons, Dragons, H. Hoke

LITERATURE

MYTH

AVAILABLE RESOURCES:

1. "Wings Over the Water," pp. 222-230, Frontiers to Explore
2. "Proserpine," pp. 240-241, Arbuthnot Anthology
3. "The Golden Touch," pp. 251-257, Arbuthnot Anthology

HELPFUL ACTIVITIES:

1. Have the children imagine visiting a primitive group of people and describe the location and cultural traditions. On the basis of this, they could create some myths.
2. Individuals or small groups of children might want to do research on the prevalence today of the vocabulary of mythology. Example: Atlas tires.
3. Have individual students or small groups write original myths to explain a certain phenomenon. Then let them make posters or other illustrations for their stories. Topics might include:
   a. Why the Great Salt Lake is salty.
   b. How the raccoon got its mask.
   c. How Niagara Falls was made.
   d. Why man had to fly.
   e. Why man learned to frown.
   f. Why trees and grass are green.
   g. How troubles came to earth.
   h. How man learned to stand upright.
   i. How language came to man.
   j. Why man learned to smile.
   k. How fire came to earth.
   l. How music came to man.
   m. Why the sky is blue.
   n. How the bird got his song.
   o. What causes thunder?
   p. How the rose got its thorns.
   q. Why an animal has a long tail.
4. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. Book of Greek Myths, I. and E. Aulaire
   b. Pandora's Box, N. Hawthorne
   c. Norse Gods and Giants, I. and E. Aulaire
   d. Thor and the Giants, A. Feagles
   e. Daedalus and Icarus, P. Farmer
   f. The Warrior Goddess: Athena, D. Gates
   g. The Twelve Labors of Hercules, R. Newman
   h. American Indian Mythology, A. Marriott
   i. African Myths and Legends, K. Arnott

BIOGRAPHY - AUTOBIOGRAPHY

AVAILABLE RESOURCES:

1. Language for Daily Use, pp. 70-72, 141
2. "Major George Washington," (biography) pp. 231-239, Across the Blue Bridge
3. "Stories of Great Americans," (biography) pp. 268-302, Frontiers to Explore
4. "The President's Whiskers," (biography) pp. 297-307, Enchanted Isles
5. Paperbacks (multiple copies and sets)

HELPFUL ACTIVITIES:

1. Have the children play "Who Am I?" when studying biographies.
2. Students may write "I was there" stories. They could pretend to be eyewitnesses to an event in the story.
3. After reading a biography, have students dress up like the character or have some "prop" that suggests the character. Report to the class telling the character's life in the first person.
4. After reading a biography, have students write their version of that person's life.
5. The following suggested list of library materials could be supplemented by others from the library or anthologies:
   a. Walt Disney: Master of Make-Believe, E. Montgomery
   b. James Weldon Johnson, H. Felton
   c. Mr. Lincoln's Inaugural Journey, M. Phelan
   d. The Wilderness Tattoo, W. Steele
   e. Oh Lizzie!, D. Faber
   f. Leonard Bernstein, M. Cone
   g. Wilt Chamberlain, K. Rudeen
   h. Lou Gehrig, W. Luce
   i. Jim Thorpe, T. Fall

   The following materials related to individual authors could be correlated with the study of biography:
   a. Carl Sandburg (library)
      "School Days"
      "What is Poetry"
      "Arithmetic"
      "Plowboy"

"Sunsets"
"Good Night"
Wind Song, library

To supplement this material, Carl Sandburg could be introduced to the class through bulletin board and table displays which could include biographical information, a photograph, copies of his works, and recordings. Further research could be done by the children.

b. Hans Christian Anderson
"The Ugly Duckling," pp. 137-150, Enchanted Isles
"Hans Clodhopper," pp. 149-155, Across the Blue Bridge
Filmstrip #813 "Hans Christian Anderson" (A-V Center)
Spoken Arts Cassette Library (A-V Center)
762 "The Wild Swan"
736 "Great Claus and Little Claus"

These materials could be supplemented by others from the library or anthologies.

Individuals or small groups of children could do research on the life of Hans Christian Anderson.

c. Mark Twain (library)
"A Storyteller's Story"
"The Bluejay Yarn"
Spoken Arts Cassette Library (A-V Center)
740 "Mark Twain Stories"
746 "Adventures of Tom Sawyer"
Filmstrips (A-V Center)
SF #2576 "Tom Swayer"
#1989 "Mark Twain"

These materials could be supplemented by others available in the library.

Individuals or small groups of children could do further research on the life of Mark Twain.

6. The following paperbacks may be useful to you:
a. Amos Fortune Free Man, E. Yates
b. Martin Luther King: Fight for Freedom, E. Preston
c. The Great Houdini, S. and W. Epstein

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

CAPITALIZATION

CONCEPT: Language has certain mechanical conventions.

SKILLS: Refer to "Guideline of Skills: Capitalization" in the Appendix.

AVAILABLE RESOURCES:

1. Language for Daily Use (See index.)
2. Diagnostic Test (Appendix)
3. New Directions in English (See index, "Capital letters.")
4. Success in Spelling
5. Slithery Snakes and Other Aids to Children's Writing, pp. 87-88, "Proofreading"

HELPFUL ACTIVITIES: A means of approaching this concept could be to give diagnostic tests. The results of these tests could help in planning learning activities based upon the needs of individual children or groups of children. Evaluation of this concept is continuous, based on an ongoing diagnosis.

1. The keyed sample diagnostic test which has been provided in the Appendix could be used as a diagnostic tool early in the year and as a check on progress later in the year. "The Guidelines of Skills" could be placed in the student's writing folder and evaluation continued throughout the year.

*2. Eliminate all capitalization from an excerpt of a literature selection. Have students capitalize.

*3. In conjunction with written activities, inform students of the skills which will be stressed before writing. Example: On one writing activity stress capitalization as the skill to be evaluated.

4. Evaluation by group proofreading using an overhead projector can be accomplished by using a guideline of capitalization skills.

5. Self-evaluation through proofreading of written work using the guideline of skills aids students in observing their work and indicating where improvement is needed in capitalization.

6. Use abbreviation list in Success in Spelling for further practice with capitalization.

7. The capitalization of words used to designate particular geographic areas is introduced at this level. This could be done through geography or social studies.

8. Based on diagnosis, common errors may be selected by the teacher from students' compositions as the basis for group instruction in capitalization.

PUNCTUATION

CONCEPT: Language has certain mechanical conventions.

SKILLS: Refer to "Guideline of Skills: Punctuation"

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 11 (See also index.)
2. Diagnostic Test (Appendix)
3. New Directions in English (See index "Punctuation.")
4. Reading Skills Lab, Book A, Level 2, (Part one "Using Punctuation Marks as an Aid in Getting Meaning.")
5. Success in Spelling
6. Story Starters
7. On Your Marks, Richard Armour, McGraw-Hill Book Co., 1969 (library)
8. Filmstrips
   #145 "Improve Your Punctuation" A-V Center
   #457 "End Punctuation Marks" A-V Center
9. Slithery Snakes and Other Aids to Children's Writing, pp. 87-88

HELPFUL ACTIVITIES: One means of approaching this concept could be to give diagnostic tests. The results of these tests could help in planning learning activities based upon the needs of individual children or groups of children. Evaluation of this concept is continuous, based on an ongoing diagnosis.

*1. The keyed sample diagnostic test which has been included could be used as a diagnostic tool early in the year and as a check on progress later in the year. "The Guideline of Skills" which has been provided could be placed in the student's writing folder and evaluation could be an ongoing process throughout the year.

*2. Pages T-67 through T-69 in New Directions in English provide helpful evaluation activities.

*3. In conjunction with written activities, inform students of the skills which will be stressed before writing. Example: On one writing activity stress particular marks such as ending marks.

*4. Eliminate all punctuation from an excerpt of a literature selection. Have student punctuate.

5. Evaluation by group proofreading using an overhead projector can be accomplished using the guideline of punctuation skills.

6. Self-evaluation through proofreading of written work using "The Guideline of Skills" aids students in observing their work and indicating where improvement is needed in punctuation.

7. Use the abbreviation list in Success in Spelling for further practice with punctuation.

8. Have students write an imaginary conversation between two people or two animals as a basis for using appropriate signals. These compositions could then be used as an oral reading activity. "Conversations" from Story Starters are a helpful resource.

9. Have students write a paragraph without signals. Exchange papers and the second child can put signals where he feels they should be. Through oral reading children can then compare the meaning originally intended and any possible changes.

10. Write sentence on chalkboard with different ending marks. Read and discuss difference in meaning.
Example: It's a sunny day?
It's a sunny day.
It's a sunny day!

11. Form groups of 5 or 6 people. Each person is to pretend he is a punctuation signal and plan creative drama which could revolve around the duties of the signals.

12. Use comic strips from a newspaper and paste on a large white sheet. Under each picture, have the children write the conversations using quotation marks and proper punctuation.

13. A child could narrate a sentence using expression. Other pupils could give proper punctuation.

14. Children choose a punctuation mark they wish to illustrate; then they draw a simple picture using their mark as the main idea.
(Mike Stender)

15. Provide children with copies of an unpunctuated paragraph or two. Read the selection so that they can provide punctuation by using vocal clues.

16. After the class has studied abbreviations, write a varied list of standard abbreviations or words to be abbreviated on board. Divide the class into 3 or 4 groups and have each group write the correct abbreviations.

17. Based on diagnosis the teacher may select common errors as the basis for group instruction in punctuation.

18. Have the children read:

at eleven o clock
p m on last saturday evening
i received the following
message on my
own private radio set
good evening little archibald
and how are you
this is mars speaking
i replied at once
whom or who
as the case may be
do i know on mars

From Archy and Mehitabel

Discuss difficulty in reading and ease in reading after proper punctuating and capitalization written expression. Also discuss how we use punctuation marks in speaking.

19. Have students write letters, descriptions, or stories in pairs, one without punctuation or capitalization and one with these conventions included. Let the children discuss ease of reading and value of communication in each.

20. The book On Your Marks by Richard Armour, could be used as an introduction to concentrated work in punctuation or as a change of pace during this unit.

21. Have the children write a make-believe conversation between two characters and use it as a basis for checking paragraphing and punctuation of conversation.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Develop dictionary skills:
1. multiple definitions
2. alphabetical order
3. guide words
4. phonetic respelling and pronunciation key
5. abbreviations for parts of speech

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 3, 9

2. New Directions in English, Chapter 10

3. Reading Skills Lab, Book C, Level 2
(Part One: "Locating Words in a Dictionary")
(Part Two: "Using a Dictionary for Meaning")
(Part Three: "Using a Dictionary for Pronunciation")

4. In Other Words II

5. Throndike-Barnhart Junior Dictionary

6. Film #4276 "We Discover the Dictionary" (11 min.) A-V Center

HELPFUL ACTIVITIES:

1. Stringing Along
This game teaches spelling and vocabulary and trains the child's visual memory.

How to Play
The first player starts by naming any letter of the alphabet. Each player in turn must "string along" by adding one letter, either before or after those already called out, to form a word. The ever-growing necklace of words, formed by adding one letter at a time to either end, constitutes a challenge to keep building longer words by the same process.

Thus, a game might proceed from i to it to pit to spit to spite, or rip, trip, and tripe. Another might begin with o and go on to on, one, tone, and stone. Still another might start with a and string along from at to ate to late to plate.

Variation
The game can be made more difficult by permitting a letter to be inserted anywhere in the middle of a word to form a new word. Thus, pit might be transformed into pint, then to print, and finally to sprint. Since this places a greater strain on the memory, more time should be allowed for each answer.

2. Cutting the String
This is the opposite of Stringing Along, but it serves the same educational purpose.

How to Play
Beginning with a word like pirate, each player in turn must slice off one letter at either end or internally to make some smaller word.

Good words to start with are honesty, spinet, trash, flown, hasty, spore, party, spare, twins, stint, swinger, whist, tramp, snowy, and marshy.

3. "Television" is an activity in which each child holds his dictionary on his desk and allows it to fall open after someone has announced a category such as "birds," "trees," etc. Anyone who has a picture which falls into that category reads its name and definition to the group.

*4. Have each student alphabetize all children in class according to first name. Another variation is to practice alphabetizing any group list.

5. "Search"
Break the class into two teams. Each person should have a dictionary, if possible. Write a word on the chalkboard. The first person to find the word earns a point for his team. Have the student read the definition of the word to the class.

6. "Alphabetical Race"
List a dozen words on board. See who can write them correctly in alphabetical order the quickest. Increase difficulty by giving several words that start with same first two letters, first three letters, etc.

7. Abbreviations for parts of speech could be taught in correlation with the concept of "Langauge has structure."

8. "Dictionary Sleuth"
The teacher gives the children a word to look up in their dictionaries. The first child who finds the word goes to the board to write the word with its correct diacritical markings, syllabication, or definitions.

9. The film "We Discover the Dictionary" develops dictionary skills through illustrating dictionary usage.

LETTER WRITING

CONCEPT: Language has certain mechanical conventions.

SKILLS: Develop:
1. friendly letter and envelope form
2. business letter and envelope form

AVAILABLE RESOURCES:
1. Language for Daily Use, Chapter 11
2. Flair

HELPFUL ACTIVITIES:
1. When opportunities arise, have students write thank-you notes, invitations, letters of congratulations, and get well wishes.
2. Have students use business letter form to write requests for free materials, pamphlets and other items useful to individual or classroom needs.
*3. Letter writing may be used as a diagnostic activity for mechanical skills.
4. Pen pal projects make letters fun to write. Contacts can be made through organizations which promote pen pals or through fellow teachers.
5. Have students write a letter to their parents discussing activities in school.
6. A talking tree can be a device to encourage letter writing. Each child can write a special note to the person of his choice to hang on the tree.
7. To encourage communication through letter writing, the teacher can write appropriate personal notes to children.
8. Children can pretend to be pioneers on another planet and write letters home to the earth.
9. Children can pretend to be a pioneer boy or girl going west with a wagon train, and write letters to people who stayed behind.
10. Let each child pretend to be his own hero and compose a letter from him to his family at home.

11. Members of the class could write letters to each other. A classroom post office could be incorporated into this activity. Stationery, envelopes, and stamps to buy might be kept near the post office along with a poster model of the heading, closing, and addressing of a letter to form a mail corner. In addition, the history of the U.S. postal system could be investigated and shared with the class.

12. You may want to try the "Writing to Authors" section on page 27 in Flair.

APPENDICES

APPENDIX A

ORAL AND WRITTEN USAGE PROBLEMS

in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although appropriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reinforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hisself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boys which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)
   she done (for past tense)
   he begun (for past tense)
   he swum (for past tense)
   I drunk (for past tense)
   I brung (for past tense)
3. have saw
   have went
   have ate
   was broke
   have did
   was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

Subject-Verb Agreement

1. four boys was
2. he, she come
3. he, she, it don't
4. he give
5. we, you, they was
6. he run

Double Negatives

1. don't have nothing
2. can't hardly
3. I ain't got no
4. don't have no
5. didn't have none
6. haven't no

Adverbs and Adjectives

1. He is gooder. (for better)
2. Of the two, she is the best. (for better)
3. ran slow (for slowly)
4. sang good (for well)

Miscellaneous

1. A apple (an)
2. would of for have
3. between the four boys (among)
4. in for into
5. to for too (or vice versa)
6. then for than (or vice versa)

APPENDIX B

GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphases of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

KINDERGARTEN

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Story time Have many books available through library corner. Meet with librarian as time permits.	***Teacher with help Librarian
Creating and sharing literature with others	Have each child dictate a story, poem, or idea to his teacher who writes it for him. The child's "literature" can be illustrated with one or more pictures. A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library.	Teacher with support librarian
Listening	Use of oral story reading, records, etc., to compliment kindergarten curriculum.	Teacher and librarian
Books in library	There is checkout system in school and public library. Books are usually checked out to each room in kindergarten.	Teacher with help of librarian.
Good Citizenship Care of books	Clean hands. Page turning (upper right-hand corner). Placement of books on shelf (spine showing).	Teacher
Use of library	Quiet and courteous. Care of books. Good listening.	Librarian and teacher
Books have their place	Each book has proper place--lost if not back in right place.	Teacher with help librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 1

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation (Major emphasis in program)	Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry, reading, etc. Provide motivating activities such as displays, presentations, etc., to stimulate and encourage reading.	***Librarian and teacher Much of this is in classroom as part of literature.
Creating and sharing with others	Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish. Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes.	Teacher (Librarians help in this process.)
	The students are shown how a book is catalogued and given a check-out card. These books of children's literature can then be placed in the classroom or school library for other students to read.	Librarian
Reading is rewarding	Encourage independent reading as soon as teacher indicates.	Librarian and teacher
Illustrations	Make note of particularly well-illustrated books. Discuss points of good illustrations in student's estimation. Note that pictures are really part of story. Use books without words for story-telling.	Librarian
Good Citizenship	Discuss library atmosphere and behavior expected. Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage.	Librarian and teacher
Parts of books	Table of contents to find material.	Teacher (when using textbooks)
	Title page, author and illustrator	Librarian and teacher

GRADE 1 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Arrangement and replacement of book on shelf	Teacher arrangement of books on picture book section and expect them to return books correctly.	Librarian
Checkout procedure	Explain procedure and help in checkout.	Librarian Teacher help needed when students cannot check out own books.
Room library	Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished.	Teacher Librarian help for exchange of books.
Rochester Public Library	Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months.	Teacher and librarian

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GRADE 2

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoyment of literature	Read variety of books and books by same author to children. Continue appreciation begun in Grade 1. Promote habit of going to library to satisfy individual or class interests. Help children select books at their own reading levels. Provide sympathetic guidance and attention to child's book selections. Encourage balanced reading. Provide browsing time for selection of recreational reading material. Provide motivating activities such as displays, exhibits, bulletin boards, book and author presentations, special contest, etc., to stimulate and encourage reading.	***Librarian and teacher Librarian and teacher
Creating and sharing literature with others	Continue practice begun in Grades K and 1 in which students create their own "literature," publish it in their designed covers, and place it in the classroom or school library for other students to read.	Teacher (Librarians help when needed.)
Illustrations	Continue with work begun in Grade 1. Go into more detail with Caldecott Award books by showing and reading books, filmstrips, charts, etc.	Librarian
Parts of book	Continue with title page as to title, author, illustrator. Review table of contents. Look for parts in their own selections.	Librarian Teacher w/textbooks Librarian
Use of library	Explain and discuss different areas of library; their importance and use. Explain arrangement of books on shelf as needed by group.	Librarian
Arrangement and replacement of books to shelves	Review placement of books to easy section. Teach alphabetical shelf arrangement.	Librarian (Teacher when help is needed while learning.)

GRADE 2 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Good Citizenship	Building habits conducive to acceptable library climate. Review proper care of books as needed. Learn proper way to open new book.	Librarian and teacher
Checkout procedure	Review	Librarian
Rochester Public Library	Schedule visit to public library and encourage use of Public Library and Bookmobile	Teacher and/or librarian

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GRADE 3

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation Types of literature	Use of oral reading, storytelling, records, filmstrips, flannel board stories. Encourage balanced reading habits. Provide browsing time for selection of recreational reading material. Help children select books at their reading level. Promote habit of going to library to satisfy individual or class interests.	***Librarian and teacher
	Continue motivating activities to encourage reading.	Librarian and teacher
Creating and sharing literature with others	As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their <u>own</u> "literature." The literature book can be one student's work or a collection of one set of stories from the class.	Teacher (Librarian when help is needed.)
Illustrations	Continue work on Caldecott Award books and other well-illustrated books.	Librarian
Use of books Care of books	Review as needed.	Teacher and librarian
Parts of books	Review cover, title page, title, table of contents. Introduce index and glossary.	Teacher
Type of books	Define fiction and nonfiction. Find an easy book of fiction and nonfiction. Encyclopedia presentation, as needed with mature students (optional).	Librarian
Use of library Good library citizenship	Review good library manners needed.	Librarian reinforced by teacher
Procedure for checkout	Give additional instruction as needed.	Librarian

GRADE 3 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Card catalog (optional)	Introduce the use of the card in locating a fiction, non-fiction and easy book to those mature students that are ready.	Librarian and/or teacher
Sections of the library	Introduce the arrangement of the fiction section by author. Introduce the arrangement of the nonfiction section such as: Fairy tale section Biography section Science section Recreation section History section Magazine section Introduce the magazines pertinent to group.	Librarian
Rochester Public Library	Schedule visit and encourage use of Public Library and Bookmobile. Remind children of special activities at Public Library.	Teacher and/or librarian

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GRADE 4

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Continue reading motivation in line with 4th grade interests and abilities.	***Librarian and teacher
	Provide activities to stimulate reading.	Librarian and teacher
Creating and sharing literature with others	Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' own "literature."	Teacher (Librarian when help is needed.)
Encyclopedia	Emphasize use of encyclopedia Guide words Arrangement of topics Introduce Index Cross references	Librarian and teacher
Periodicals	Emphasize the magazine section of the library. Have children notice different kinds of reading material contained in magazines. Subject index where needed.	Librarian and teacher
Card catalog skills	Card catalog (major emphasis) Author Title Subject Others as needed	Librarian
Parts of books	Review Title page, table of contents, index, glossary. Introduce publisher, place, copyright date.	Teacher and librarian
Library citizenship	Continue encouraging proper library attitudes.	Teacher and librarian
Rochester Public Library	Visit library and encourage its use.	Teacher and/or librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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GRADE 5

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Enrichment	Introduce new books and other media (not limited to fiction). Newbery books Author books	***Librarian
	Supplementary books or materials to correlate with the reading program (varies within buildings).	(Classroom teacher) (Reading teacher) (Librarian)
	Continue providing motivating activities to stimulate reading.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read.	Teacher (Librarian when is needed)
Library citizenship	Continue encouraging proper library habits.	Librarian and teacher
Arrangement of library materials	Review easy, fiction, nonfiction reference, pamphlet file. Audio visuals where needed.	Librarian
	Dewey Decimal system reinforcement.	Librarian and teacher
Parts of book	Review--cover, title page. Stress preface, copyright date, index, glossary, table of contents.	Librarian and teacher
Card catalog skills	Types of cards (Review and stress where needed) Author Title Subject Pamphlet file Cross reference Audio visual materials Annotations found on catalog cards.	Librarian
Encyclopedias	Review Arrangement of topics Guide words Index Cross references Compare available encyclopedias	Librarian and teacher

GRADE 5 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Special dictionaries	Review or introduce Unabridged Abridged Thesaurus Subject	Librarian and teacher
Other reference	Review or introduce Subject encyclopedias Atlases Yearbooks Biographical dictionary (Others found in individual libraries)	Librarian
Periodicals	Review use of various magazines. Emphasize magazine section of library. Children to note types of reading materials contained in each magazine. Use Subject Index (where needed).	Librarian and teacher
Rochester Public Library	Encourage use. Have class visits.	Teacher

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 6

6th grade library skills are a review of 5th grade skills with an emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature Appreciation and Reading Motivation	Continue to present new and relevant material to encourage reading.	***Librarian and teacher
	Provide and encourage activities which will stimulate students to read.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library.	Teacher (Librarian when help is needed.)
Encyclopedias General	Review in general Stress Comparison Copyright date Index Cross Reference	Librarian and teacher
Encyclopedias Special	Introduce or review the book. Tell purpose arrangement format of special encyclopedias available in school libraries.	Librarian and teacher
Dictionaries Unabridged Abridged Special	Introduce or review the dictionary--tell purpose format of those available.	Librarian and teacher
Atlases	Introduce or review atlases available in library.	Librarian and teacher
Almanacs	Introduce or review almanacs available in library.	Librarian and teacher
Other Reference books, Facts, Records, Quotations, etc.	Introduce or review those available in library.	Librarian and teacher
Author books	Introduce or review author books that are available in library.	Librarian and teacher

GRADE 6 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Magazine indexes Subject Index to Child. Mag. (optional) Nat'l Geographic	Use of samples of Children's Magazines. Index (Central Processing)	Librarian and teacher
Rochester Public Library	Encourage use. Schedule class visits.	Teacher

*Librarian should introduce these topics when teacher is giving classroom assignments in which reference use is necessary.

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***Teacher refers to special teachers as well as classroom teachers.

FRIENDLY LETTER

Heading

1401 Maple Street N.W.
Rochester, MN 55901
May 6, 1974

Greeting

Dear Stuart,

Body

Closing Signature

Your friend,
Ross Jones

Return address

Ross Jones
1401 Maple Street N.W.
Rochester, MN 55901

Address

Stuart Randall
171 Green Avenue
Portland, ME 27055

BUSINESS LETTER

Heading

1602 Fourth Street S.E.
Rochester, MN 55901
October 21, 1974

Inside address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

Greeting

Gentlemen:

Body

_____

_____

_____

_____

Closing signature

Yours truly,
Jim Doffer

Return address

Jim Doffer
1602 Fourth Street S.E.
Rochester, MN 55901

Address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

APPENDIX D

STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are now authorized for use with zip codes.

Alabama	Ala.	(AL)	Missouri	Mo.	(MO)
Alaska		(AK)	Montana	Mont.	(MT)
Arizona	Ariz.	(AZ)	Nebraska	Nebr.	(NB)
Arkansas	Ark.	(AR)	Nevada	Nev.	(NV)
California	Calif.	(CA)	New Hampshire	N.H.	(NH)
Canal Zone	C.Z.	(CZ)	New Jersey	N.J.	(NJ)
Colorado	Colo.	(CO)	New Mexico	N. Mex.	(NM)
Connecticut	Conn.	(CT)	New York	N.Y.	(NY)
Delaware	Del.	(DE)	North Carolina	N.C.	(NC)
District of Columbia	D.C.	(DC)	North Dakota	N. Dak.	(ND)
Florida	Fla.	(FL)	Ohio		(OH)
Georgia	Ga.	(GA)	Oklahoma	Okla.	(OK)
Guam		(GU)	Oregon	Oreg.	(OR)
Hawaii		(HI)	Pennsylvania	Pa.	(PA)
Idaho		(ID)	Puerto Rico	P.R.	(PR)
Illinois	Ill.	(IL)	Rhode Island	R.I.	(RI)
Indiana	Ind.	(IN)	South Carolina	S.C.	(SC)
Iowa		(IA)	South Dakota	S. Dak.	(SD)
Kansas	Kans.	(KS)	Tennessee	Tenn.	(TN)
Kentucky	Ky.	(KY)	Texas	Tex.	(TX)
Louisiana	La.	(LA)	Utah		(UT)
Maine		(ME)	Vermont	Vt.	(VT)
Maryland	Md.	(MD)	Virginia	Va.	(VA)
Massachusetts	Mass.	(MA)	Virgin Islands	V.I.	(VI)
Michigan	Mich.	(MI)	Washington	Wash.	(WA)
Minnesota	Minn.	(MN)	West Virginia	W. Va.	(WV)
Mississippi	Miss.	(MS)	Wisconsin	Wis.	(WI)
			Wyomong	Wyo.	(WY)

ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accommodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: Chapter 7 in Language for Daily Use systematically takes the student through the process of oral and written reports. The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information. (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

GRADE K: Sharing Ideas
-Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.

GRADE 1: The paragraph
-Informal practice gives the child a sense of unity in theme, idea, or topic.

GRADE 2: The paragraph
-Sentences record events in sequence.
-Children express ideas through stories and poems.

GRADE 3: The paragraph
-Additional sentences help express a complete idea.
-Creative stories often require several shorter paragraphs.

GRADE 4: The paragraph
-The paragraph is an idea unit.
-Organize the paragraph using time order sequence.
-Organize the paragraph using space order sequence.
-Use relevant details in developing the paragraph.

GRADE 5: The paragraph
-Define the topic sentence.
-Use details.
-Expand the paragraph.
-Organize the paragraph using the topic sentence, space order, and time order.

GRADE 6: The paragraph
-Use main ideas in making topic sentences and titles.
-Relate sentences and ideas.
-Expand paragraph content concisely.
-Organize the paragraph.

GRADE 7: The paragraph and narrative composition
-Review paragraph essentials.
-Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

A CHECKLIST FOR ORAL AND WRITTEN REPORTS

____ 1. Have I selected a specific topic for my report?
My topic is something--
_____ I am interested in and would like to learn more about.
_____ I can find information about.
_____ I would like to share with someone else.
My topic is specific enough for my report. ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie.")

_____ 2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."

_____ 3. Have I used several sources to get information for my report?
____ What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?

____ Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.

_____ 4. Have I written in my own words sentences to answer my specific questions?

_____ 5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.

_____ 6. Have I written my report from my notes in paragraph form?
_____ Do my ideas follow one another in a clear manner?
_____ Have I proofread my final copy?
_____ Have I combined facts and imagination to create an interesting report?
_____ Have I taken pride in my report?

Reporting facts may have an imaginative approach:

Columbus and I Discovered America

I am Herman, a house cat. But I spent a lot of time on a boat when I helped discover America. You see, it all started back in 1492 when I sailed with Columbus when he discovered America. Whew, it was a long voyage--especially for a cat that is not used to water. Let me explain what happened ....

LIST OF ENGLISH LANGUAGE ARTS FILMS

Kindergarten

8-614 "Apryl and Her Baby Lamb"
8-64 "Big Red Barn"
4-224 "Ferdinand the Bull"
4-316 "Goldilocks and The Three Bears"
4-935 "Hailstones and Halibut Bones: Part I"
4-936 "Hailstones and Halibut Bones: Part II"
4-126 "Hare and the Tortoise"
4-634 "How Long Is a Minute?"
8-368 "Jazzoo"
8-10 "Leaves"
4-174 "Little Red Hen"
4-180 "Mother Goose Stories"
8-246 "Mr. Moto Takes a Walk"
4-772 "Names, Names, Names"
8-64 "Puss in Boots"
4-527 "Sheep, Sheep, Sheep"
4-242 "Sparky, the Colt"
4-249 "Story About Ping"
4-522 "Wee Geese"

Grade One

8-64 "Big Red Barn (The)"
4-262 "Just One Me"
4-133 "Little Red Riding Hood"
8-683 "Merry-Go-Round Horse"
4-590 "Naughty Owlet (The)"
4-677 "Right Thumb, Left Thumb"
4-213 "Rumplestiltskin"
8-583 "Sleeping Beauty (The), Brier Rose"
4-523 "Z Is for Zoo"

Grade Two

4-460 "Communications: A First Film"
8-75 "Dragon Stew"
4-237 "Elephant Eats, The Penquin Eats: Nouns"
4-533 "Hello Up There"
4-587 "How the Elephant Got His Trunk"
4-585 "How the Whale Got His Throat"
8-267 "Listening"
4-258 "Monkey See, Monkey Do: Verbs"
4-676 "The Point of View Movie"
4-649 "Punch and Jonathan"
4-539 "The Puppet Show Caper"
4-108 "Rapunzel"
4-256 "Tale of the Groundhog's Shadow"
4-535 "Ugly Duckling"
8-119 "Word World"

Grade Three

8-786 "City Awakens (A)"
4-170 "Frogs Are Funny: Frogs Are Fat: Adjectives"
8-787 "Hop Scotch"
8-8 "House That Wasn't There (The)"
4-586 "How the First Letter Was Written"
8-615 "Letter to Grandmother (A)"
4-332 "Let's Write a Story"
8-619 "Little Airplane That Grew"
8-1120 "Paragraph Park"
8-1118 "Sentence City"
4-635 "Signs, Symbols, and Signals"
4-197 "Squirrels Go Up, Squirrels Go Down: Adverbs"
4-475 "Story of a Book"
4-158 "Story of King Midas (The)"
4-582 "Where Should a Squirrel Live?"

Grade Four

8-1017 "Basic Reading and Writing Skills"
4-591 "Buttercup"
8-617 "Caterpillar"
8-619 "Clown"
8-741 "Dead Bird (The)"
8-761 "Discovering Language: The Alphabet Story"
8-632 "Haunted House (The)"
4-8 "Horses"
8-655 "Kevin"
8-634 "Legend of the Magic Knives (The)"
4-517 "Magic of Communicating"
4-2 "Making Haiku"
4-582 "Once There Were Bluebirds"
8-1153 "Seeing Through Commercials"
12-753 "Selfish Giant (The)"
4-589 "Snow"
4-250 "Story Acting Is Fun"
16-523 "White Mane"
8-1212 "Stop That Period, Period That Stop"

Grade Five

4-588 "Africa"
4-53 "Building Better Paragraphs"
4-536 "Casey at the Bat"
8-1014 "Five Basic Skills"
8-633 "Follow Mr. Willoughby"
8-641 "Get the Message"
4-592 "Good Goodies"
8-373 "Improving Your Oral Reports"
8-765 "Painting With Words"
8-628 "Story of Zackary Zween"
4-276 "We Discover the Dictionary"
12-525 "Winter of the Witch"

Grade Six

8-799 "The Jail Door Went Clang"
4-79 "Leaf"
8-778 "The Man Who Bought Monday Night"
8-777 "Mean, Nasty, Ugly Cinderella"
8-631 "The Perils of Priscilla"
8-616 "A Rainy Day Story"
8-322 "Saga of Windwagon Smith"
8-620 "Searching Eye"
8-597 "Tales of Hiawatha"
8-80 "Teiva"
8-776 "What's Riding Hood Without the Wolf?"

SPELLING LISTS

Before completing the elementary years, most children should demonstrate a proficiency in pronouncing, spelling, and using each of the words found on the four lists in this appendix: "Dolch Basic Sight Vocabulary," "100 Spelling Demons," "Homonyms," and the "Pollock Word List." Using the weekly lists in spelling books can be effective; however, within those weekly lessons, time should be devoted to the study and mastery of words from the four lists.

DOLCH BASIC SIGHT VOCABULARY

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
be
because
been
before
best
better
big
black
blue
both
bring
brown
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
him
his
hive
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show

Dolch Basic Sight Vocabulary (continued)

sing
sit
six
sleep
small
so
some
soon
stop
take
tell
ten
thank
that
the
their
them
then
there
these
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

100 SPELLING DEMONS

ache
again
always
among
answer
any
been
beginning
believe
blue
break
built
busy
business
buy
can't
chose
color
coming
cough
could
country
dear
doctor
does
done
don't
early
easy
enough
every
February
forty
friend
grammar
guess
having
hear
heard
here
hoarse
hour
instead
just
knew
know
laid
loose
lose
making
many
meant
minute
much
none
often
once
piece
raise
read
ready
said
says
seems
separate
shoes
since
some
straight
sugar
sure
tear
their
there
they
though
through
tired
tonight
trouble
truly
Tuesday
too
two
used
very
wear
Wednesday
week
where
whether
which
whole
women
won't
would
write
writing
wrote
half

altar - alter
ate - eight
base - bass
be - bee
bear - bare
beat - beet
berth - birth
blue - blew
bow - bough
break - brake
buy - by - bye
capital - capitol
ceiling - sealing
cell - sell
cent - sent - scent
cereal - serial
dear - deer
course - coarse
die - dye
do - dew
dun - done
faint - feint
fair - fare
fir - fur
flee - flea
flew - flu - flue
flower - flour
foul - fowl
forth - fourth
four - for - fore
hair - hare
haul - hall
hay - heigh - hey
heal - heel
heard - herd
here - hear
hoarse - horse
hour - our
lie - lye
made - maid
mail - male
meet - meat
nay - neigh
new - knew
night - knight
no - know
none - nun
not - knot
one - won
owe - oh
pain - pane
pair - pare - pear
peace - piece
peal - peel
plane - plain
principal - principle
rain - rein - reign
rap - wrap
read - reed
read - red
road - rode
real - reel
sail - sale
see - sea
seam - seem
seen - scene
sew - so - sow
sight - site - cite
some - sum
steak - stake
steal - steel
sun - son
tail - tale
their - there
through - threw
to - too - two
troop - troupe
vane - vein - vain
wade - weighed
waist - waste
wait - weight
wave - waive
way - weigh
week - weak
whole - hole
wood - would
write - right - rite
wrote - rote

POLLOCK WORD LIST

Most frequently misspelled words by junior high school pupils in their daily written work.

their
there
they're

too
to
two

receive

writing
written
write
writer
wrote

coming

until

friend

believe

separate
separately

usually
unusual

character

finally

doesn't
does

business

decision
decided
decide

interesting

through

where

whether
weather

college

tried

which

all right

government
governor

studying
studied

truly

always

because

disappoint

ambition

sincerely
sincere

library

bicycle

captain

describe
description

fierce

grammar

occur
occurred
occurrence

across

beautiful

disappear

Indian

place

stories
story

first

acquaint

before

presents

soldier

beginning
begin

our

speech

suggest

together

you're
your

chose

different

humor

necessary

ninth
ninety
nineteen

physical

scene

stopped

benefit

cousin

APPENDIX H

GUIDELINE OF SKILLS: CAPITALIZATION

Name _____

Capitalize:

1. I								
2. first word in a sentence								
3. one and two word story titles								
4. story titles of more than two words								
5. days of the week								
6. months								
7. holidays								
8. schools								
9. cities								
10. states								
11. countries								
12. streets								
13. buildings								
14. parks								
15. companies								
16. sacred books								
17. religions								
18. races of people								
19. nationalities								
20. languages								
21. ships, planes, trains								
22. geographical features								
23. words used to designate a particular area								
24. people								
25. pets								
26. words used in place of names								
27. name titles								
28. first word in a greeting of a letter								
29. first word in a closing of a letter								
30. first word in a direct quotation								

Name _____

Capitalize Correctly

1. if you bring your pet to the picnic, i will leave.
2. popsicle kid is a more exciting book than the dog of the misty mountains.
3. many christians read the bible.
4. herbie kirby and his dog, rover, live in rochester, minnesota.
5. joe said, "the book is at jefferson school which is located on brook treet.
6. dear mike,
7. yours truly,

   cindy smith
8. the salesman will leave monday, june 15 for chicago, illinois.
9. i heard father talking to your father about the brown manufacturing company.
10. most americans speak english.
11. charles lindbergh flew across the atlantic ocean in the spirit of saint louis.
12. rochester is located in the midwest.
13. it's fun to watch the fireworks at silver lake park on the fourth of july.
14. was mayor blink a good mayor?
15. many indians live in peru.
16. the empire state building is in new york city.

ANSWERS	SKILLS
1. If	2
I	1
2. Popsicle Kid	2, 3
The Dog of the Misty Mountains	4
3. Many	2
Christians	17
Bible	16
4. Herbie Kirby	2, 24
Rover	25
Rochester	9
Minnesota	10
5. Joe	2, 24
The	30
Jefferson School	8
Brook Street	12
6. Dear Mike	28
7. Yours	29
Cindy Smith	24
8. The	2
Monday	5
June	6
Chicago	9
Illinois	10
9. I	1, 2
Father	26
Brown Manufacturing Company	15
10. Most	2
Americans	19
English	20
11. Charles Lindbergh	2, 24
Atlantic Ocean	22
Spirit of Saint Louis	21
12. Rochester	2, 9
Midwest	23
13. It's	2
Silver Lake Park	14
Fourth of July	7
14. Was	2
Mayor	27
Blink	24
15. Many	2
Indians	18
Peru	11
16. The	2
Empire State Building	13
New York City	9

GUIDELINES OF SKILLS: PUNCTUATION

Name _____

Punctuation:

1. period at end of statement							
2. period with abbreviations							
3. period with initials							
4. question mark at end of question							
5. exclamation mark to show strong feeling							
6. comma in direct quotation							
7. ending marks in direct quotation							
8. quotation marks in direct quotation							
9. comma to separate items in a series							
10. comma in direct address							
11. comma to set off yes and no							
12. comma to set off introductory words or phrases							
13. apostrophe in contractions							
14. apostrophe in possessives							
15. colon after greeting in business letter							
16. colon preceding a list							
17. hyphen to write numbers twenty-one through ninety-nine							
18. hyphen to divide words at end of line							
19. underline book, magazine, and newspaper titles							
20. quotation marks to enclose the titles of short stories, poems, songs, articles, and chapters of books							
21. comma after greeting in friendly letter							
22. comma in dates							
23. comma to separate city from state							

Name _____

Punctuate Correctly

1. Mr T H Brown was eating hamburgers beans pickles and ice cream
2. John would you like to play for the Minnesota North Stars
3. Pete yelled The house is on fire
4. How old is she asked Mary
5. Afterwards they went out for a malt
6. Yes Bob is the tallest player on the team
7. I couldnt wash Fathers car
8. Dear Sir
9. Here is my shopping list potatoes meat and dessert
10. Chapter twenty two is helpful
11. My Side of the Mountain is an interesting book
12. Its hard to spell the word anthropological without a dictionary
13. Dear Betsy
14. Rochester Minnesota

    June 21 1973
15. National Geographic is a good magazine
16. The crowd sang America

ANSWERS	SKILLS
1. Mr.	2
T. H.	3
hamburgers, beans, pickles,	9
cream.	1
2. John,	10
Stars?	4
3. yelled,	6
"The	8
fire!"	5, 7, 8
4. "How	8
she?"	4, 7, 8
Mary.	1
5. Afterwards,	12
malt.	1
6. Yes,	11
team.	1
7. couldn't	13
Father's	14
car.	1
8. Sir:	15
9. list:	16
potatoes, meat,	9
dessert.	1
10. twenty-two	17
helpful.	1
11. My Side of the Mountain	19
book.	1
12. It's	13
anthropologi-	18
dictionary.	1
13. Betsy,	21
14. Rochester,	23
June 21,	22
15. National Geographic	19
magazine.	1
16. "America."	1, 20

VERB USAGE

Name _____

I. Underline the appropriate word in the following sentences:

1. I have (saw, seen) an elephant.
2. She (did, done) the wrong page in math.
3. They have (gone, went) to the store.
4. He (learned, taught) me a story.
5. Please (leave, let) him have two pieces of pie.
6. He (gots, has) a cute puppy.
7. Mike (begun, began) the job yesterday.
8. I have (ate, eaten) my lunch.
9. Joe (swum, swam) across the English Channel.
10. He (drank, drunk) a glass of milk.
11. I (seen, saw) him do it.
12. Mary has (did, done) her work.
13. The glass was (broke, broken) into many pieces.
14. The ice cream was (froze, frozen) too hard to scoop.
15. Yesterday, Jeff (says, said) he was ill.
16. Sally (growed, grew) three inches last year.
17. That (ain't, isn't) my towel by the pool.
18. (Let's, Lets) start the game.
19. I (got, have) to go to school.
20. Paul (shouldn't, hadn't ought to) play in the mud.
21. Four boys (was, were) riding their bicyles down the street.
22. It (don't, doesn't) matter if we are late.
23. She (come, came) early to school.
24. John (give, gave) the man a dime.
25. You (was, were) late for dinner.
26. He (run, ran) home for lunch.
27. Ed and Jim (was, were) playing baseball.
28. Mary and I (have, has) new shoes.

PRONOUN USAGE

Name _____

II. Underline the appropriate word in the following sentences:

1. (My brother, My brother he) is a football player.
2. (I, Me) went to the movie.
3. (Us, We) boys ran down the street.
4. (Those, Them) pencils need to be sharpened.
5. He made (himself, hisself) a hamburger.
6. The children like to play by (theirselves, themselves).
7. (This, This here) chair is broken.
8. (That there, That) candy is mine.
9. The boy (who, which) ran in the relay was my brother.
10. (Whose, Who's) coat is on the floor?
11. (You're, Your) a good singer.
12. (It's, Its) too early to go home.
113. The dog was chasing (its, it's) tail.
14. (They're, there, their) ready to leave.
15. (Whose, Who's) walking in the hall?
16. Pick up (you're, your) toys.
17. They will eat (their, there, they're) lunch early.

MISCELLANEOUS USAGE

Name _____

III. Underline the appropriate word in the following sentences:

1. They don't have (anything, nothing) to do.
2. I (can't, can't hardly) hear you.
3. I (ain't got no, haven't any) candy to give away.
4. We don't have (any, no) horses on the farm.
5. She didn't have (none, any).
6. They haven't (no, any) extra time.
7. Frank is (gooder, better) at throwing a baseball than his brother.
8. She is the (best, better) of the two in swimming.
9. He ran (slow, slowly) in the race.
10. Jane sang (good, well).
11. Bob ate (a, an) apple.
12. He should (of, have) stayed home.
13. Divide the candy (among, between) the four boys.
14. After falling from the diving board, he fell (in, into) the water.
15. It was (to, too) heavy (to, too) lift.
16. Mary is a better speller (than, then) Sue.

USAGE KEY

I. Verb Usage

1. seen
2. did
3. gone
4. taught
5. let
6. has
7. began
8. eaten
9. swam
10. drank
11. saw
12. done
13. broken
14. frozen
15. said
16. grew
17. isn't
18. Let's
19. have
20. shouldn't
21. were
22. doesn't
23. came
24. gave
25. were
26. ran
27. were
28. have

II. Pronoun Usage

1. My brother
2. I
3. We
4. Those
5. himself
6. themselves
7. This
8. That
9. Who
10. Whose
11. You're
12. It's
13. its
14. They're
15. Who's
16. your
17. their

III. Miscellaneous Usage

1. anything
2. can't
3. haven't any
4. any
5. any
6. any
7. better
8. better
9. slowly
10. well
11. an
12. have
13. among
14. into
15. too - to
16. than

APPENDIX I

COMPOSITION PROGRESS CHART*

	WRITING ACTIVITY													
WRITING PROBLEMS														
PROOFREADING														
SPELLING ERRORS														
SUBJECT-VERB AGREEMENT														
RUN-ON SENTENCE														
INCOMPLETE SENTENCE														
TENSE CHANGE														
ORGANIZATION OF IDEAS														
PARAGRAPH STRUCTURE and INDENTING PARAGRAPHS														
CAPITALIZATION ERRORS														
MARGIN														
PUNCTUATION														
PERIOD .														
COMMA ,														
APOSTROPHE '														
"QUOTATION MARKS"														
EXCLAMATION MARK! QUESTION MARK?														
DIVIDING WORDS AT END OF LINE														
USAGE ERRORS														
IDEAS NOT CLEAR														
NEATNESS														

*This is only a smaple chart which requires modification according to the grade level at which it is used. It is recommended that a chart be attached with each student's writing folder for the student to record his progress in composition.

APPENDIX J

RECOMMENDED BOOKS TO READ TO CHILDREN

Grades Four, Five, Six

Anderson, Clarence	Afraid to Ride
Armstrong, William	Sounder
Asbjornsen, Peter	East of the Sun and West of the Moon
Baldwin, James	Story of Roland
Belpre, Pura	Perez and Martina
Benary-Isbert, Margot	The Ark
Berna, Paul	The Horse Without a Head
Borski, Lucia	The Jolly Tailor and Other Fairy Tales
Boston, L. M.	Treasure of Green Knowe
Bowman, James	Pecos Bill, the Greateast Cowboy of All Time
Brink, Carol Ryrie	Caddie Woodlawn
Brink, Carol Ryrie	Magical Melons
Calhoun, Mary	Katie John
Child Study Association	Castles and Dragons
Clark, Ann	Secret of the Andes
Courlander, Harold	Cow-Tail Switch and Other West African Stories
De Angeli, Marguerite	The Door in the Wall
DeBois, William	Twenty-One Balloons
De Jong, Meindert	Along Came a Dog
De Jong, Meindert	Hurry Home Candy
De Regniers, Beatrice	Catch a Little Fox
Dodge, Mary M.	Hans Brinker Or the Silver Skates
DuSoe, Robert	Three Without Fear
Edmonds, Walter	The Matchlock Gun
Estes, Eleanor	The Moffats
Fenner, Phyllis	Giants and Witches and a Dragon or Two
Fillmore, Parker	The Shepherd's Nosegay; Stories from Finland and Czechoslovakia
Gates, Doris	Blue Willow
Gray, Elizabeth	Adam of the Road
Hale, Lucretia	The Complete Peterkin Papers
Henry, Margaret	Brighty of the Grand Canyon
Hodges, C. Walter	Columbus Sails
Jacobs, Joseph	English Fairy Tales
Johnson, Annabel	The Grizzly
Knight, Eric	Lassie-Come-Home
Krumgold, Joseph	...And Now Miguel
Lawson, Robert	Ben and Me
Lewis, C. S.	Lion, the Witch and the Wardrobe
McCloskey, Robert	Homer Price
North, Sterling	Mark Twain and the River
Norton, Mary	The Borrowers
O'Dell, Scott	Black Pearl
O'Dell, Scott	Island of the Blue Dolphins
Pyle, Howard	Men of Iron
Seredy, Kate	The Good Master
Seredy, Kate	The White Stag

Grades Four, Five, Six (continued)

Smith, Agnes	An Edge of the Forest
Spears, Elizabeth	The Witch of Blackbird Pond
Sperry, Armstrong	Call It Courage
Steele, William	The Far Frontier
Stevenson, Robert Louis	Kidnapped
Stolz, Mary	A Dog on Barkham Street
Taylor, Sydney	All-Of-A-Kind Family
Tolkien, John	The Hobbit
Twain, Mark	Adventures of Tom Sawyer
Twain, Mark	The Adventures of Huckleberry Finn
Ullman, James	Banner in the Sky
Unnerstad, Edith	The Spettecake Holiday
White, E. B.	Charlotte's Web
White, E. B.	Stuart Little
Wilder, Laura	Little House in the Big Woods
Wyss, Johann	Swiss Family Robinson

APPENDIX K

ADDITIONAL SHARED PRACTICES USED BY ROCHESTER TEACHERS

GRADE FIVE

1. SPELLING BASEBALL
   Select the two teams. Correctly spelled words advance the child to first base, second, third, or home according to the difficulty of the word. They are advanced by the other correctly spelled words of children on their team until they score a run. Incorrect words are out. Three "outs" are allowed to a side. The team with the most runs wins.

2. PUPPET PLAYS
   Demonstrate puppets. Discuss limitations and special features of using puppets. Write your own plays. Practice with emphasis on expression and clear action. Put on plays for others.

3. MATCHING HEADLINES AND STORIES IN NEWSPAPER STUDY
   Each child brings in a news article. To avoid repetition the children may volunteer to bring items covering different types of news--local, national, sports, etc.

   In class, each child cuts the headline from his article and places it in a shoe box, which becomes a headline grab box. Then each child exchanges his article with another child who reads it and tries to guess what the headline might be.

   Now each child picks a headline from the grab box and reads it aloud. The child with the article that fits the headline retrieves it. This is checked with the child who had the article originally. This can be more exciting if the class is divided into two or three teams and each child receives a point for retrieving a headline correctly. This also provides drill in reading for the main idea.

4. SLIDE STORIES
   Have students make slides. Use contact paper and pictures from magazines. Select pictures around a central idea. Have students write a script to go along with their slides. When this is completed have them give their slide presentations. It also provides good practice for them on the speaking skills.

5. BOOK READEO
   This project is a three-week or more combination of reading and English. Instead of a "cowboy rodeo" we have a "readeo." The ten chutes correspond to the dewey decimal system, and a book may be read from a chute only once. The teacher acts as judge and awards 1-10 points, depending upon degree of difficulty, ability of child, and the report. Reports are diversified. Each chute has a different method of reporting. This Readeo is a working bulletin board.

Example:

chute 500-599, Bronco Busing Science
Reporting method: Project or experiment

Winners may receive ribbons as prizes.

--David Bailey

6. MY TRAVELS WITH COLUMBUS
At the beginning of the year I have the children "pack a trunk" with supplies needed on their trip with Columbus. I bring my old round top trunk to use as part of my bulletin board display which includes an old globe and maps. Students each selected a date--or one day--on which to write the happenings of that day. Students read orally their accounts and these were later compiled into a diary.

We wrote the daily accounts on brown wrapping paper with magic markers and burned the edges to make the book look old.

--Mary Toulouse

7. FORM OF SPELLDOWN
One student stands at the front of the room with a small ball. All other students stand by their desks. The student at the front throws the ball to a designated student in the room (must call his/her name). If the student catches the ball, the teacher pronounces a spelling word. The two students then must alternate letters in spelling the word. If either of them miss they sit down. If they miss the ball, they must also sit down. Last one standing is the winner.